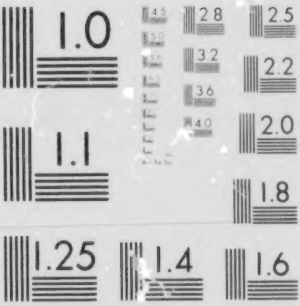

1.0
4.5
5.0
2.8
2.5
3.2
2.2
3.6
4.0
2.0
1.1
1.8
1.25
1.4
1.6

MICROCOPY RESOLUTION TEST CHART
NATIONAL BUREAU OF STANDARDS 1963-A

DOCUMENT RESUME

ED 107 871 95 CE 003 976

TITLE	Guided Occupational Orientation Program. Elementary Program. Final Report, Volume III.
INSTITUTION	Syracuse City School District, N.Y.
SPONS AGENCY	Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.
BUREAU NO	0-361-0143
PUB DATE	Jul 74
GRANT	OEG-0-71-1028(361)
NOTE	355p.; For the other volumes, see CE 003 974-5 and CE 003 977; Best copy available
EDRS PRICE	MF-$0.76 HC-$18.40 PLUS POSTAGE
DESCRIPTORS	*Career Education; *Elementary Education; Grade 5; Grade 6; Individualized Curriculum; *Instructional Materials; *Integrated Curriculum; Learning Activities; Manuals; *Occupational Clusters; Occupational Information; Teaching Guides; Unit Plan; Vocational Development
IDENTIFIERS	GOOP; *Guided Occupational Orientation Program

ABSTRACT

The document is composed of a student book examining the world of work for the fifth grade level; a teacher's manual, a student book, individualized career studies, and a skill center booklet for the sixth grade level; and a packet called life-centered curriculum for elementary education. The fifth grade student book contains a glossary and six lessons, which promote self-awareness and career awareness through matching, completion, and reading exercises. The teacher's manual consists of seven parts examining the Career and Skill Center Program used in conjunction with an occupational clusters unit. The sixth grade student activity book for occupational clusters contains six sections dealing with the labor field, job applications and interviews, on-the-job training, and social security. The individualized career studies examine hospital careers through various learning activities. The skill center booklet contains activities related to a variety of occupations. The overview of the life-centered curriculum program discusses the purpose, scope, teacher involvement, format, pilot program, community, proposals, background, and components. Sixteen unit abstracts cover self, career, and educational awareness. The changing roles in the world of work unit, designed for upper primary grades, is organized around five objectives with large and small group strategies specified. (JB)

ED107871

MAR 3 1 1975

FINAL REPORT

GUIDED OCCUPATIONAL ORIENTATION
TRAINING AND JOB PLACEMENT PROGRAM

BEST COPY AVAILABLE

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

ELEMENTARY PROGRAM

VOLUME III

JULY, 1974

CE003976

ED107871

FINAL REPORT

PROJECT NO. 0-361-0143
CONTRACT NO. OEG-0-71-1028 (361)

GUIDED OCCUPATIONAL ORIENTATION PROGRAM

EXEMPLARY PROJECT IN VOCATIONAL EDUCATION
CONDUCTED UNDER
PART D OF PUBLIC LAW 90-576

VOLUME III

Mr, Hans Lang, Director
Syracuse City School District
409 West Genesee Street
Syracuse, New York 13202

July, 1974

FINAL REPORT

PROJECT NO. 0-361-0143
CONTRACT NO. OEG-0-71-1028 (361)

GUIDED OCCUPATIONAL ORIENTATION PROGRAM

EXEMPLARY PROJECT IN VOCATIONAL EDUCATION
CONDUCTED UNDER
PART D OF PUBLIC LAW 90-576

The project reported herein was performed pursuant to a grant with the Bureau of Adult, Vocational, and Technical Education, Office of Education, U.S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorhsip are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

VOLUME III

Mr. Hans Lang, Director
Syracuse City School District
409 West Genesee Street
Syracuse, New York 13202

July, 1974

TABLE OF CONTENTS

VOLUME III

Page

5th Grade

The World of Work - Student Book .... A

6th Grade

1. Occupational Clusters - Teacher's Manual ... B
2. Occupational Clusters - Student Book C
3. Individualized Career Studies .... D
4. Skill Center Bookiet .... E

Life Centered Curriculum

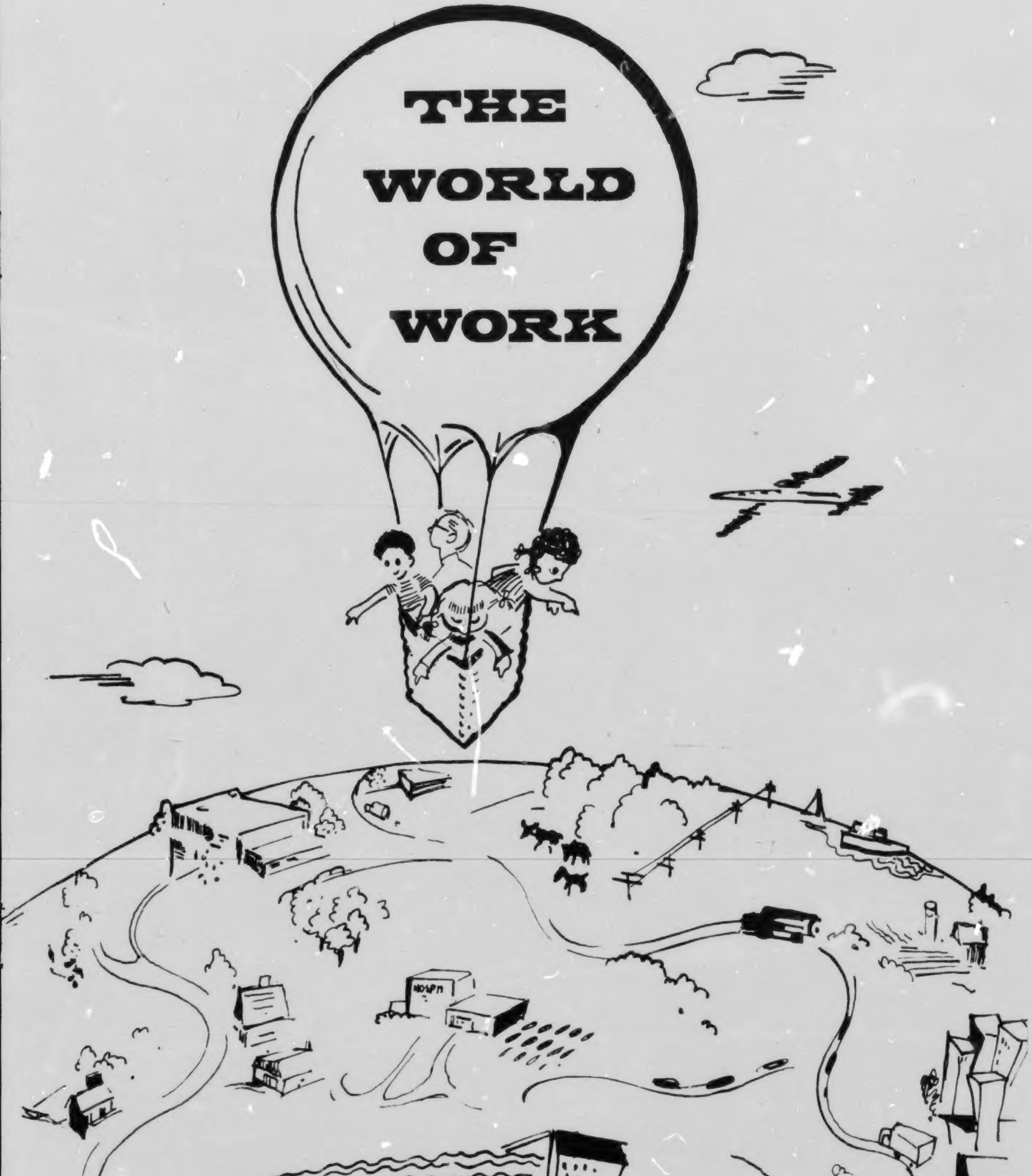
1. An Education For Life - Overview .... F
2. Changing Roles in the World of Work Unit ... G

5th Grade

The World of Work

Student Book

A


THE
WORLD
OF
WORK

GUIDED OCCUPATIONAL ORIENTATION
Syracuse City School District

Student's Name ______________________ Teacher ____________________

School ____________________

ORIENTATION PRE-POST TEST

LESSON I

Match the word with the meaning by putting the correct letter in the blank.

A. Trait
B. Ability
C. Interest
D. Personality

___being able to do certain things

___a feeling of wanting to know, see, or own something

___words used to tell how people act

___traits, abilities and interests that make you different from others

LESSON II

Put T for true and F for false on the blank.

___A. Everyone should do the same kind of work no matter what they like or dislike.

___B. It is important to know your likes and dislikes.

LESSON III

Put a check (✓) mark in front of the right answer.

1. If we are often late for school, our teacher can

___fire us ___stop our salary ___keep us in after school

2. If we don't do our school work we get low marks, but if a worker doesn't do his work his boss can

___keep him in after work ___give him low grades ___stop his salary

3. If we work hard in school we can get good marks. If a worker works hard on his job he can get

___a raise in salary (more money) ___fired ___high marks

4. A good student and a good worker comes to school or work

___dirty and sleepy ___late or doesn't come in at all ___clean and ready to work

LESSON IV

Put T for true or F for false.

___1. Certain jobs are needed in every area where people live.

___2. The location of a job does not matter as long as you get paid for doing it.

___3. Jobs can be "grouped" in many different ways, such as location, amount of skill needed, etc.

___4. Certain jobs have certain duties that do not belong to any other job.

LESSON V

Put T for true or F for false.

___1. If we do not get paid for helping our parents with the housework what do we do is not considered work.

___2. Division of labor means working only part of a day.

___3. Each person depends on others to produce most of the goods and services he needs.

___4. When people work, they produce either goods or services.

LESSON VI

1. In a factory, workers are grouped as: (check one group)

   ___old, young, middle aged
   ___unskilled, semi-skilled, skilled
   ___early, late, careless

2. Put T for true or F for false.

   ___a. Unskilled workers get the lowest pay
   ___b. A semi-skilled worker gets on-the-job training
   ___c. A skilled worker learns his skill as an apprentice
   ___d. A technician needs no speical training
   ___e. A bus driver is a professional person
   ___f. A para-professional is an aide or assistant to a professional person.

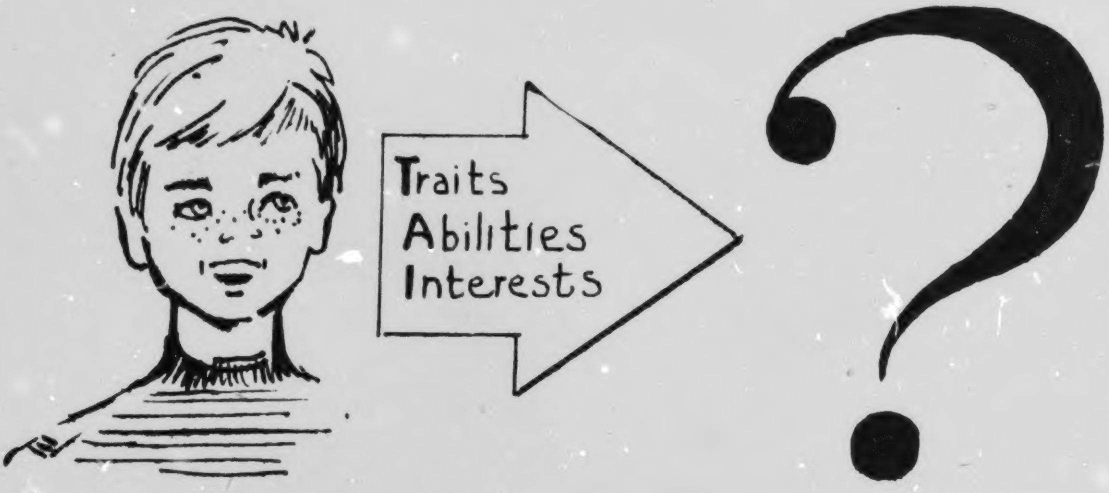
3. Put T for true or F for false.

   ___a. A job family contains many different jobs all in the same career area.

   ___b. Some job families are made up by the amount of skill and training required.

INTRODUCTION

In this study, our goal is to realize that each of us is more than just skin and bones, and some of the things that make us different are called traits, abilities and interests. We will try to learn more about ourselves by studying our own traits and abilities. We'll see how our interests affect what we do, and how we do it.

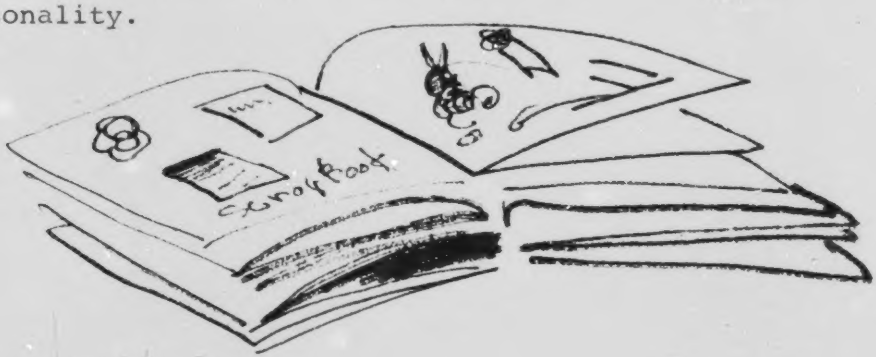


Can you see why this study is important? By understanding ourselves, we can not only learn to live with others, but also we can know more fully what we can and cannot do as a person.

The more thought you give to planning your future, the better prepared you will be for it!

IDEA!!

Begin making a scrapbook of pictures and clippings from old magazines and newspapers that you feel reflects your personality.



NEEDED:

Newspapers, magazines.

Paper on which to mount pictures and clippings.

Paper and scissors

Your thoughts about YOU.

EXAMPLES:

Pictures or articles about your favorite sport.... your style of clothing.... your hobbies.... your ambition or goal, etc.

GUIDED OCCUPATIONAL ORIENTATION
Syracuse City School District

AN INTRODUCTION TO THE WORLD OF WORK

Table of Contents

Lesson: Page:

Introduction

I. Who Are You? ---------- 1

II. What Do You Like to Do? ---------- 10

III. What Good Is School? ---------- 13

IV. What Is a Job? ---------- 18

V. What Is Work? ---------- 27

VI. Job Families ---------- 31

Glossary ---------- 45

****

ACKNOWLEDGEMENTS

WANTING A JOB by Richard H. Turner, Copyright C 1967 by Richard H. Turner. Used by permission of Follett Educational Corporation.

TRAINING FOR A JOB by Richard H. Turner, Copyright C 1967 by Richard H. Turner. Used by permission fo Follett Educational Corporation.

CHANGING A JOB by Richard H. Turner, Copyright C 1967 by Richard H. Turner. Used by permission of Follett Educational Corporation.

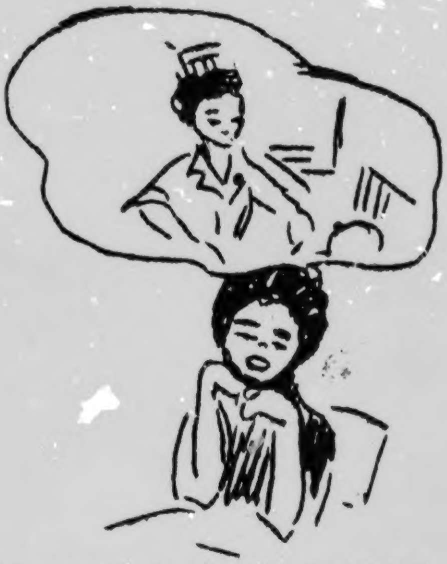
THE JOBS YOU GET by Richard H. Turner. Copyright C 1962 by Richard H. Turner. Used by permission of Follett Educational Corporation.

LESSON I
"Who Are You?"

Filmstrip #1 Who Are You?
Newspaper - "*Help Wanted*"
section

Have you ever dreamed about the job you will have when you grow up? Most boys and girls have. This new material you're going to study is about those jobs. The study is called, "The World of Work" and it will do two things:

1. It will help you to know more about jobs.
2. You will have a chance to discover some things about yourself.



Fifth grade is not too early to begin to think about your future. You can see many jobs by looking around your neighborhood, your school, your own house! How about your Dad? Can you name good and bad things about his work? Is he satisfied? Would you feel the same way about that job?

Those are some of the questions that will help you find out about what you can do.

When everyone has finished this page, share the jobs you have written down with your class. As you tell the class about them, be sure to say why you picked these jobs, (why you might like them).

Look at the *"Help Wanted"* section of a newspaper. You will find many different kinds of work. Pretend you are looking for a job and make a list of those jobs you would be interested in. After you list each job, copy any information you want to from the want-ad.

Name of Job	Facts About The Job

Traits - are words used to tell how people act.

Example: honesty, bravery, laziness, tardiness, loyalty

Can you name some others? Remember! They are words that tell how people act. You may use more than one word, such as "hard working"

______________________ ______________________

______________________ ______________________

______________________ ______________________

Discuss these with your teacher and classmates, then do the exercise below: Choose one of the traits listed that you think best completes each sentence.

Alert, Bravery, Fair, Kindness, Honest

a. George Washington was a very ________________ man.

b. Tarzan is known for his ____________________.

c. The crossing guard on the corner is very __________.

d. A referee in a hockey game has to be ____________ to both teams.

e. ____________________ to animals is an important trait.

Ability - power, skill, talent

Can you find the root word in "ability"? Write here what you think it is. _____________ You can check to see if your answer is right by turning this sheet upside down and looking in the corner. People have different abilities because they are able to do different things. For example, you are able to do things an adult cannot do....and an adult has the ability to do things that you cannot do. These differences are based on many things, such as age, training, size, etc.

able

Some examples of *abilities* are:

1. strong athlete ____
2 good cook ____
3. leadership ____
4. good salesman ____
5. musical ____

Opposite each ability listed, write the name of someone whom you think has that ability.

Interest - a feeling of wanting to know, see or own something

I'm sure you know many things in which you have an interest. For example: sports, swimming, special TV shows, your friends, etc. List 3 things you have a special interest in.

a. ________________________________

b. ________________________________

c. ________________________________

Are you sure what the words *traits*, *ability* and *interest* mean? Do this exercise to find out. Put an A before the sentences that tell about an ability, put a T before the sentences that tell about a trait, put an I before the sentences that tell about an interest.

____a. Sally thinks that being a model would be a fun career.

____b. Oscar Robertson is tall enough to be a star basketball player.

____c. Abraham Lincoln was known as "Honest Abe".

____d. Carol likes rock music.

____e. Paul Bunyon and Pecos Bill were strong enough to do almost anything.

____f. My brother is always kind to his dog.

Personality...what a long word! Let's take it apart and see what's in it.

Person - you, me, my friend, anyone

Personal - something that has to do with ME.

Personality - all the things that make me different from others, mainly the traits, abilities, and interests that I have.

Think - your *personality* is what "makes you tick" in your own special way. It will be a very important factor in the type of work you do someday.

Our self-study will cover your *PERSONALITY* first, because it is so important.

PERSONALITY

Other Ways to Learn About Jobs

As you continue growing up, the things you study at school and the jobs you do at home or after school will help you discover the things you can do well and will like to do. Also, the kind of boy or girl you are, the things you like, your friends--- all these things have a great deal to do with the job you choose.

For Example: You know that there are no two people just alike. Look at the boy or girl nearest you. Are you taller or shorter than him? Do you both have the same color hair, or skin, or weigh the same?

I'm sure you will feel that you not only look different but also that you differ in other things, such as favorite games, subjects in school and sports. In other words you can see that you have your own traits and interests that make you-----you!

Now, because you differ from other people, your choice of jobs in the world of work will be different from that of others. Let's start out by thinking what kind of work you are interested in.

LESSON I
"Who Are You?"

Activity

What Kind of Personality Do You Have?

Join a partner to do this exercise.

Talk over each set of personality traits and decide which one best suits each of you.

In each box put a check mark ( ) beside the one quality which you feel best describes the way you look, feel, or behave most of the time.

____moody ____happy ____restless ____angry	____shy ____talkative ____thoughtful ____noisy	____worried ____carefree ____nervous ____calm	____bright ____average brains ____brilliant ____stupid
____rude ____casual ____few manners ____polite ____	____popular ____unpopular ____hated ____liked	____handsome ____average looks ____ugly ____good looking	____sloppy ____well-dressed ____dirty ____dishonest ____truthful

What Do You Like to Do?

Choose a friend and do this exercise as a team of two. One person should ask the other if he has the traits listed here.

Put a check mark ( ) beside ten that you both feel best tell what he is like. Keep all your work sheets in your folder.

___good at handling money

___like drawing

___good at meeting new people

___people turn to you for advice

___have a good imagination

___able to get things organized

___like sports

___like to read

___like to work with your hands (build models, knit, sew, etc.)

___like to work outdoors

___like to create fashions or design cars

___enjoy working with people

___have a good memory

___enjoy working with very small children

___like to travel

___not afraid of heights

___don't mind hard work

___interested in anything that has to do with outer space

___have good handwriting

___physically strong

___like to work with animals

___like to work by yourself

After you have marked the ten traits that you feel you have, copy them on these lines.

____

____

____

____

____

____

____

____

____

____

With your partner, think of some jobs that would call for the traits you listed above. Write the jobs here:

______________________________ ______________________________

______________________________ ______________________________

______________________________ ______________________________

LESSON II
"What Do You Like to Do?"

ACTIVITY

My Likes and Dislikes

1. Subjects I like to read about: ____________________

____

____

2. My favorite TV show: ____________________

3. My favorite sport: to play ____________________

to watch ____________________

4. Hobbies: ____________________

____

____

5. My best subject: ____________________

6. Jobs I have had: ____________________

____

____

7. My clubs: ____________________

____

8. My favorite book: ____________________

____

What Do You Like to Do?

Now, because you differ from other people, your choice of jobs in the world of work will be different from that of others. Let's start out by thinking what kind of work you would like to do. Here is a list of many different jobs. Put a check mark ( ) beside the ones you think you'd like to have. Put a cross (X) beside the ones you think you would not like to have.

___baker
___pro-athlete
___teller in a bank
___policeman
___truck driver
___circus performer
___TV cameraman
___cowboy
___jet pilot
___farm worker
___secretary
___teacher
___steel mill worker
___carpenter
___forest ranger
___factory worker
___bellhop
___electrician
___salesman
___newspaper reporter
___house painter
___waitress
___skin diver
___taxi driver
___milkman
___coach
___social worker
___dentist
___FBI agent
___waiter
___radio announcer
___gas station worker
___cattle rancher
___postal clerk
___telephone lineman
___TV repairman
___auto mechanic
___typist
___nurse

Why You Want a Job

A. Select any one of the jobs in the lists that you put a check mark beside. Then in the spaces below give at least 2 reasons why you think you'd like to have this particular job.

1. ____

____

2. ____

____

B. Are these based on your likes and dislikes? ______________

C. Do you know what training would be necessary in order for you to get this job?

1. Write here what you think it is.

____

____

____

D. Choose one picture you have chosen for your scrapbook and write a paragraph that includes the following:

1. What job the picture is about.
2. Why you are interested in that job.
3. How you would use your interests and abilities in a job of that type.

LESSON III
"What Good Is School?"

Filmstrip
"What Good Is School?"

Words to watch for (Use your glossary)

1. Put this list in alphabetical order:

grade ____________________

test ____________________

questions ____________________

salary ____________________

important ____________________

mechanic ____________________

2. Use your dictionary to find the meanings of the words in the above list. Write the meanings here:

a. ____________________

b. ____________________

c. ____________________

d. ____________________

e. ____________________

f. ____________________

g. ____________________

Henry and Tom

Which One Are You Like?

Henry and Tom are brothers, but they are not alike. When they were both in school, Henry was a good student, had good grades, did well on his tests, and asked good questions. He knew school was important. The teacher could depend on him, he was honest, wanted to do a good job, and helped other people. He was the kind of person you want to be.

Tom was very different from Henry. When Tom was in school, he didn't care at all about school. He stayed home often, he came late, he did not listen, and he was almost thrown out of school. Tom thought school was a waste of time. He couldn't wait to be old enough to quit school, find a job, work for a boss, and make a salary so he could buy things.

Henry and Tom both finished school and found jobs. Henry went to work as a mechanic. He acted the same way that he did in school. He had listened and learned the things in school that would help him keep his job. He did the right things in school so he would know what to do when he went to work.

Tom had never learned the right things in school. He lost the job because he lost some tools. He didn't know what was important to hold a job. The sad part is he wants to work and make money but he had never learned how. He has not learned what he needs to know to hold a job.

Almost everyone wants to get a job and make money, but many people just don't know how. Will you be a Henry or a Tom? You sould begin now while you are in school to learn the things that will help you get and hold a job later in life. It will be too late to learn things once you are out of school.

LESSON III
"What Good Is School?"

ACTIVITY

1. Which person in the story do you think is better, Henry or Tom?

____

2. Put a check next to the answers which tell why you felt one boy was better.

___earns his own way

___always was late

___always was on time

___took care of tools

___wanted to be a success

___didn't care

3. Do you think school and work are alike? Some things you do in school are almost like things you would have to do on a job. Also there are things you can do in school that you cannot do on a job without being fired. The list below gives two choices. Put a check ( ) in Column A for the things that are alike in school and work. Put a check in Column B if they are different.

A (Alike)	B (Different)	
________	______________	1. Being on Time School: We must be on time. If we are too late often, we have to stay after school. Work: We must be on time. If we are late too often, we will be fired.
________	______________	2. Doing Our Work School: If we don't do our work, we get low marks, but we can still come to school. Work: If we don't do our work, we lose our salary and are fired.
________	______________	3. Talking Back School: If we talk back to the teacher we are punished. When we learn to be nice we are not punished anymore. Work: If we talk back to the boss we get fired and lose our salary.
________	______________	4. Being a Good Worker School: If we work hard, we can get higher marks. Work: If we work hard, we can het a higher salary.

These are just a few ways to compare school and work. If you want to become the kind of person who can hold a job, make good money, and be happy while you do it... listen carefully in school. You learn a lot about being a good worker and keeping a job. Learn these things while you're in school. Practice them every day.

4. Study the list below to find out if the things that make good or bad students are alike or different from being a good or bad worker. Put a check( ) in the column next to each one, Column A if you think they are alike, Column B if you think they are different.

A (Alike)	B (different)	
		1. Being on Time Good Student: is on time Good Worker: is on time
		2. Ready for Work Good Student: has had a good night's sleep, clean, has had breakfast, has books, pencil, pen ready. Good Worker: has had a good night's sleep, clean, has had breakfast, has tools ready.
		3. Doing Your Best Good Student: Works hard, follows directions, keeps trying. Good Worker: Works hard, follows directions, keeps trying.
		4. Attendance Good Student: is at school every day; if he is absent, he has an excuse. Good Worker: is at work every day. The boss can depend on him. If he is absent, he has a reason.

Write a paragraph that tells how school is or is not the same as work. Include information gained by interviewing your parents and either your teacher or someone who works in your neighborhood.

Use this sheet to help you during the interview.

1. What are two qualities that a person should have to be either a good student or a good worker?
2. What is meant by a "good attitude" toward school or work?
3. What work habits can a student learn in school that will help him in the World of Work?

LESSON III
"What Good Is School?"

ACTIVITY

A. What would you say if you were told these things? Put an X on the line in front of your answer.

When the boss says to you:

1. "This isn't right. Do it again."

___ I thought it was O.K., but I'll do it over.

___ It was alright when I left it. Someone must have messed it up.

___ Why do I get all the dirty jobs?

2. "You're late again today. I'll have to take your pay."

___ John was late yesterday, and you didn't take his pay.

___ Gee, I couldn't help it. My clock stopped, but the bus didn't.

___ Sorry. I'll try not to be late again.

When your teacher says to you:

3. "I'm sure you know the answers. You were careless. Please do this paper again."

___ Aw! Do I have to?

___ I goofed. I'll try again.

___ Why do we have to do this stuff anyway?

4. "You've been late three times this week. You'll have to make up the time after school tonight."

___ I couldn't get here. My mother go up late.

___ Gee, it was only five minutes.

___ I know, I'll try not to be late again.

B. How polite are you to your family? To your friends?

1. Write what you would say when your father or mother says, "I need your help today. I have some heavy work to do and I need someone to help me lift things."

2. Write what you would say when your best friend says, "Gee, I can't to with you until I get this work done for Mom."

3. Write what you would say when your sister or brother says, "Will you get some stamps for me on your way home?"

Many Jobs Are Needed Everywhere

Firemen, Telephone Operators, and Teachers are found everywhere. See how many of the spaces below you can fill in with jobs that are found everywhere.

WHERE DO YOU WANT TO LIVE AND WORK?

INDOOR AND OUTDOOR JOBS

Below is a list of indoor and outdoor jobs. See if you can put them into the correct columns.

JOBS

1. bookkeeper
2. forest ranger
3. street cleaner
4. hatcheck girl
5. office boy
6. traffic policeman
7. elevator operator
8. yard foreman
9. cattle rancher
10. tailor
11. carhop
12. maid
13. butcher
14. librarian
15. farmer
16. gardener
17. janitor
18. road builder
19. cashier
20. playground director

INDOOR JOBS	OUTDOOR JOBS

LESSON IV
"What Is A Job?"

ACTIVITY

Arrange the list of occupations below in alphabetical order. Try to use your best handwriting.

plumber 1. ______________________
florist 2. ______________________
woodworker 3. ______________________
housekeeper 4. ______________________
banker 5. ______________________
artist 6. ______________________
repairman 7. ______________________
baker 8. ______________________
electrician 9. ______________________
printer 10. ______________________
jeweler 11. ______________________
actress 12. ______________________
cook 13. ______________________
dentist 14. ______________________
carpenter 15. ______________________
model 16. ______________________
dancer 17. ______________________
bricklayer 18. ______________________

JOB DUTIES

Every job has certain duties. See if you can sort out the duties in the list below and put them into the correct columns.

1. dye hair
2. make beds
3. plant seeds
4. open mail
5. plow earth
6. pluck eyebrows
7. make appointments
8. clean windshields
9. give alcohol rubs
10. fill gas tanks
11. frost cakes
12. give facials
13. clean stables
14. mix batter
15. type letters
16. take temperatures
17. put air into tires
18. give manicures
19. answer telephone
20. check oil
21. sift flour
22. change bandages
23. milk cows
24. bake bread

OFFICE WORKER	BAKER	NURSE
____________	____________	____________
____________	____________	____________
____________	____________	____________
____________	____________	____________

GAS STATION WORKER	BEAUTICIAN	FARMER
____________	____________	____________
____________	____________	____________
____________	____________	____________
____________	____________	____________

LESSON IV
"What Is A Job?"

CLASS ACTIVITY

JOB DUTIES

Every job has certain duties. See if you can sort out the job duties that are listed below, and write them under the correct job titles

give transfers
fill cavities
test meters
press suits
make wreaths
take X-rays
cash checks
light ovens
build stairs
make corsages
develop photos
season soup

arrange bouquets
repair dentures
fry hamburgers
insulate wires
transplant flowers
fill in trip sheet
repair radar
set up cameras
balance accounts
treat gums
make door frames

adjust lenses
mix batter
splice cables
saw boards
count cash
water plants
print film
collect fares
nail plywood
tag garments
extract teeth

check brakes
total deposits
erect scaffolding
clean dresses
sell money orders
snap pictures
make regular stops
sew on buttons
inspect TV sets
scramble eggs
remove spots

BUSDRIVER

1. ____________________
2. ____________________
3. ____________________
4. ____________________
5. ____________________

COOK

1. ____________________
2. ____________________
3. ____________________
4. ____________________
5. ____________________

BANK TELLER

1. ____________________
2. ____________________
3. ____________________
4. ____________________
5. ____________________

FLORIST

1. ____________________
2. ____________________
3. ____________________
4. ____________________
5. ____________________

DRYCLEANER

1. ____________________
2. ____________________
3. ____________________
4. ____________________
5. ____________________

ELECTRICIAN

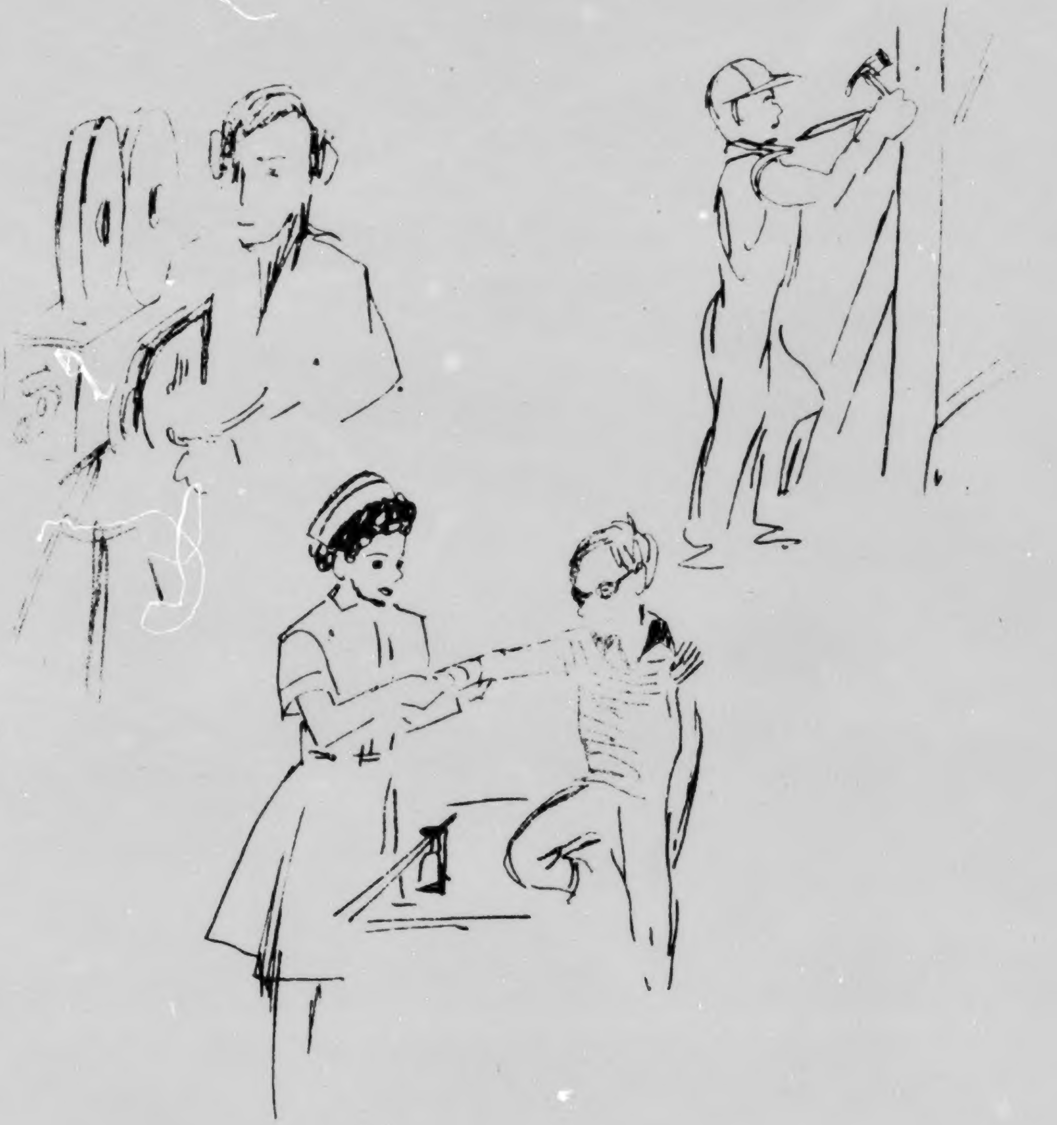
1. ____________________
2. ____________________
3. ____________________
4. ____________________
5. ____________________

CONTINUED ON NEXT PAGE

LESSON IV
"What Is A Job?"

CLASS ACTIVITY

DENTIST	CARPENTER	PHOTOGRAPHER
1. ____________________	1. ____________________	1. ____________________
2. ____________________	2. ____________________	2. ____________________
3. ____________________	3. ____________________	3. ____________________
4. ____________________	4. ____________________	4. ____________________
5. ____________________	5. ____________________	5. ____________________



JOB DUTIES

Listed below are more job duties. See if you can sort them out, and write them under the correct job titles.

clean picture screen
replace spark plugs
test for gas leaks
register letters
take fingerprints
slice spareribs
operate cash register
prepare mortgages
sell money orders
adjust ignition timing
check volume control
try cases in court
prepare rib roast
replace picture tube
repair headlights

balance accounts
weigh packages
trim lamb chops
hammer out dents
give manicures
install sprinklers
replace worn tubes
balance wheels
shadow suspects
repair faucets
sell stamps
install antennas
disarm gunmen
defend clients
clean drains

act as trustee
total checks
pluck eyebrows
make arrests
draw up wills
count money
dye hair
make change
weigh meat
give facials
find clues
sort mail
cut steaks
style wigs
saw pipes

PLUMBER

1. ______________________
2. ______________________
3. ______________________
4. ______________________
5. ______________________

TV REPAIRMAN

1. ______________________
2. ______________________
3. ______________________
4. ______________________
5. ______________________

GARAGE MECHANIC

1. ______________________
2. ______________________
3. ______________________
4. ______________________
5. ______________________

CONTINUED ON NEXT PAGE

LESSON IV
"What Is A Job?"

ACTIVITY

BEAUTICIAN

1. ______________________
2. ______________________
3. ______________________
4. ______________________
5. ______________________

LAWYER

1. ______________________
2. ______________________
3. ______________________
4. ______________________
5. ______________________

DETECTIVE

1. ______________________
2. ______________________
3. ______________________
4. ______________________
5. ______________________

POSTAL CLERK

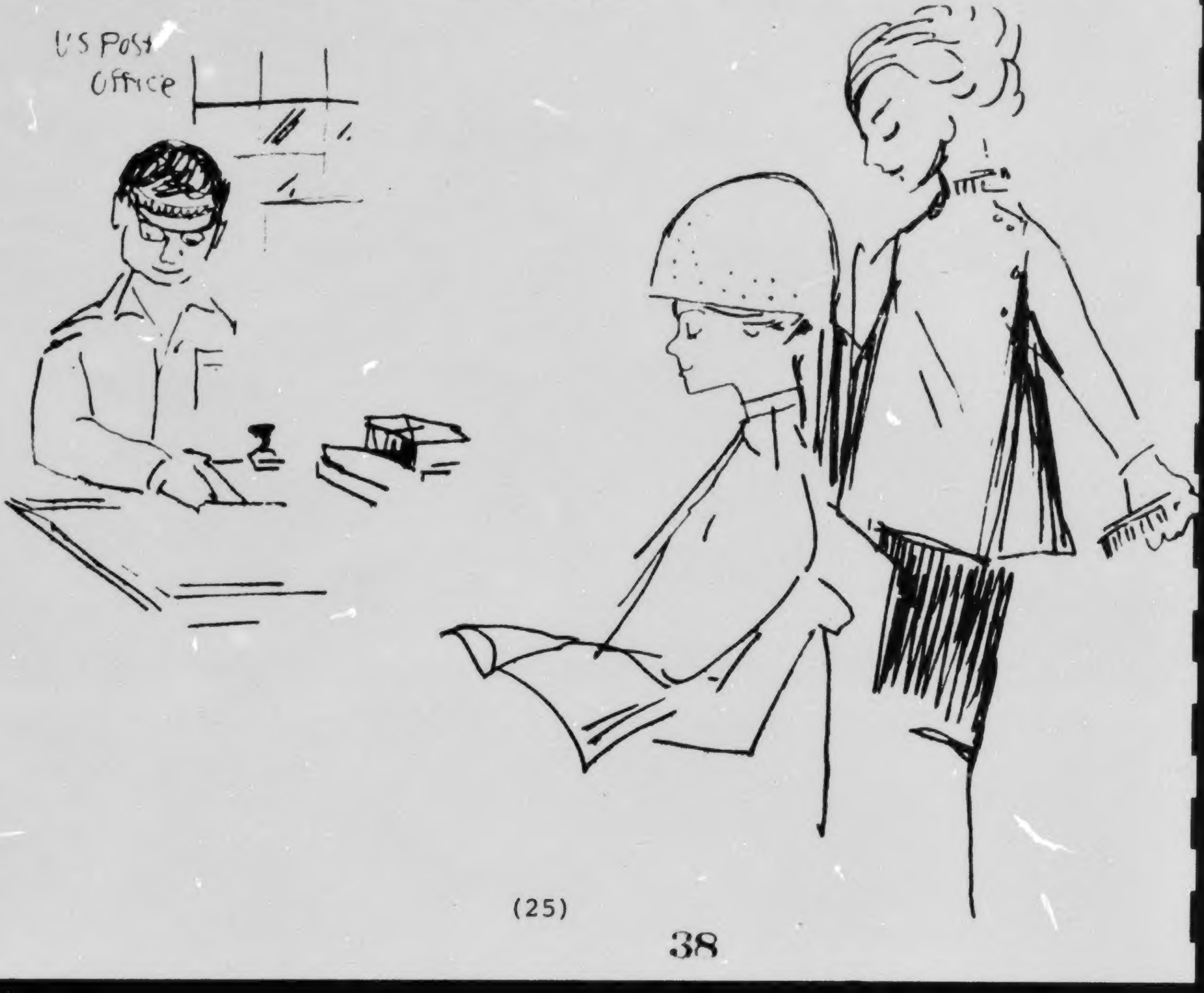
1. ______________________
2. ______________________
3. ______________________
4. ______________________
5. ______________________

CASHIER

1. ______________________
2. ______________________
3. ______________________
4. ______________________
5. ______________________

BUTCHER

1. ______________________
2. ______________________
3. ______________________
4. ______________________
5. ______________________



THE PERFECT JOB

What is your idea of the perfect job? If you could have your choice of any of the working conditions listed below, which would you choose? Put a circle around each of your choices.

An indoor job
or
An outdoor job

A daytime job
or
A night-time job

A job where the work is interesting but you don't make much money.
or
A job where the work is dull but you make lots of money.

A part-time job
or
A full-time job

A job where you work alone
pr
A job where you work with lots of people

A job where you wear old clothes
or
A job where you wear good clothes

A job where you have a boss
or
A job where you're your own boss

A job in the city
or
A job in the country

A job where you work very hard and make a lot of money
or
A job where you can take it easy and not make much money

A job where you can sit while you work
or
A job where you move around while you are working

SPECIAL HELP

There are times when everyone needs someone he can turn to for help. Below is a list of people who can give special help or advice. See if you can match the people who might be able to give help with the kinds of advice that are needed.

PEOPLE

___1. doctor

___2. lawyer

___3. minister, rabbi, or priest

___4. teacher

___5. guidance counselor

___6. parent

___7. policeman

___8. dentist

___9. neighbor

HELP OR ADVICE NEEDED

a. You are lost in the downtown section of the city.

b. You have cavities in your teeth.

c. You need help in planning your career.

d. Your allowance isn't enough for your needs.

e. You have been hurt in an automobile accident and your father decides to sue the driver of the car.

f. You want to borrow a lawnmower.

g. You sprain your wrist.

h. Your sister wants to marry someone of another faith.

i. You need help with a homework assignment.

WHAT IS WORK?

Mark T for true and F for false.

1. People are working when they use energy to make goods and services. ________
2. Washing the dishes for your parents is not work ________

Discuss your answers to these questions with the class.

GOODS - SERVICES

GOODS

Some examples of goods I need. (List ten necessary items of food, shelter, and clothing.)

1. ____________________
2. ____________________
3. ____________________
4. ____________________
5. ____________________
6. ____________________
7. ____________________
8. ____________________
9. ____________________
10. ____________________

Workers who produce (make) the goods you listed above:

1. ____________________
2. ____________________
3. ____________________
4. ____________________
5. ____________________
6. ____________________
7. ____________________
8. ____________________
9. ____________________
10. ____________________

CONTINUED ON NEXT PAGE

SERVICES

Some examples of services are: Law enforcement, fire protection, medical care, education, etc. List three workers who produce services (Example: dentist). Can you name other services?

1. ______________________________
2. ______________________________
3. ______________________________

DIVISION OF LABOR

As you do this study, you will learn about many different kinds of jobs. You will notice that people do special work and that each job has its own special duties. This is called "division of labor." Think of all the different people employed in a school. List them here.

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________

Could only one person on your list do all the jobs of himself and the others, and do them well? ____________________

Check the answer you think is right.

The teacher's main job is to: serve lunches ___, teach lessons___ order supplies ___.

Can you see how the teacher depends on the principal, for example?

Answer the question below.

The teacher depends on the:

a. principal to ______________________________

____

b. custodian to ______________________________

____

c. nurse to ______________________________

____

d. bus driver to ______________________________

____

Complete the following by using these words: goods or services
work
others

Each person does the kind of ____________ he likes best to produce ______________________. Each person depends on ______________________ to produce most of the goods and services he needs.

Use either goods or services to complete the following:

1. A person who works in a factory making auto parts is producing ______________ .
2. A telephone operator who puts your call through to Disneyland is producing a ______________.

A REVIEW OF WORK

Use the words below to answer questions 1, 2, and 3.

new shoes
birthday cake
goods
chicken dinner
car tires

dental care
windows washed
services
clothes washed
flood control

1. When people work, they produce either ____________________ or ____________________.

2. List two goods and two services that are produced at home.

________________________ ________________________

________________________ ________________________

3. List two types of goods and two types of services that are not produced at home.

________________________ ________________________

________________________ ________________________

4. Why are there so many different types of work?

(check the correct answer)

___to make money

___to do the job they can do best and like best.

___to confuse everyone

5. Why is it good for people to do one special kind of work?

(check the correct answer)

___they get more money

___they get less money

___when work is divided and each person does what he can do and likes best, more and better service can be produced.

6. What workers can you list that you are dependent on?

____

____

TRY THIS!!

Write endings to complete these statements:

a. We need dairies because ______________________________

____

____

b. We need policemen because ______________________________

____

____

c. We need school principals because ______________________________

____

____

d. We need secretaries because ______________________________

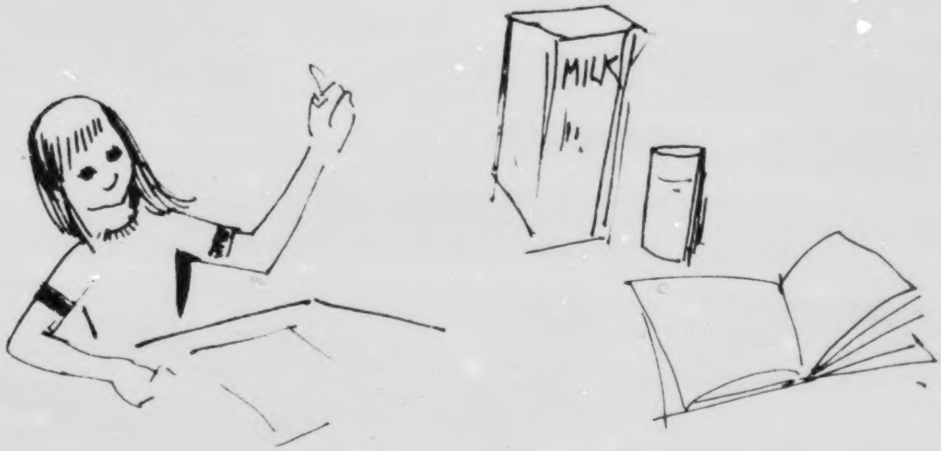
____

____

e. We need telephone operators because ______________________________

____

____



LESSON VI
"Job Families"

GROUP ACTIVITY
Filmstrip - "What Are Job Families?"

The job of being a practical nurse is part of the Job Family. Below are some other types of jobs. See if you can classify them correctly. Sort them out and write them under the Job Family to which they belong.

1. carpenters
2. firemen
3. nurse's aide
4. writer
5. airplane fueler
6. roofer
7. pilots
8. file clerks
9. bookkeepers
10. electricians
11. actress
12. patrolmen
13. musicians
14. x-ray aide
15. stewardesses
16. TV cameraman
17. plumbers
18. stenographers
19. airline traffic man
20. F.B.I. agents
21. nurse
22. bricklayers
23. typists
24. doctor
25. detectives
26. dentist
27. radio disc jockeys
28. airplane mechanics
29. police chief
30. secretaries

JOB FAMILIES

Health

a. ______________________
b. ______________________
c. ______________________
d. ______________________
e. ______________________

Building Trades

a. ______________________
b. ______________________
c. ______________________
d. ______________________
e. ______________________

Aviation

a. ______________________
b. ______________________
c. ______________________
d. ______________________
e. ______________________

Office

a. ______________________
b. ______________________
c. ______________________
d. ______________________
e. ______________________

Public Service

a. ______________________
b. ______________________
c. ______________________
d. ______________________
e. ______________________

TV and Theater

a. ______________________
b. ______________________
c. ______________________
d. ______________________
e. ______________________

TRY THIS PAGE ALONE!!

Below is a list of different job titles. See if you can put the titles into the job family which shows where you would find these people doing their jobs.

1. nurse
2. machine operator
3. typist
4. cook
5. doctor
6. file clerk
7. sheet metal worker
8. secretary
9. waiter
10. cashier
11. toolmaker
12. office boy
13. dishwasher
14. chef
15. nurse's aide
16. mechanic

Hospital

a. ____________________
b. ____________________
c. ____________________
d. ____________________
e. ____________________

Restaurant

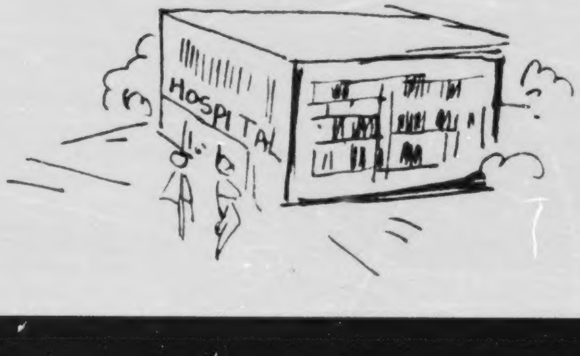
a. ____________________
b. ____________________
c. ____________________
d. ____________________
e. ____________________

Office

a. ____________________
b. ____________________
c. ____________________
d. ____________________
e. ____________________

Factory

a. ____________________
b. ____________________
c. ____________________
d. ____________________
e. ____________________



Lou's Luncheon

Another way of grouping jobs is in the amount of skill needed to do the work. In a factory, workers are grouped as: unskilled

semi-skilled

skilled

Let's think about the word SKILL!

SKILL: an ability gained by practice.

There are many kinds of skills, and they are all a result of practice or training. Pitching a curve ball is a skill resulting from many hours of training. Typing rapidly is a skill resulting from practice and training.

What 3 skills can you name?

a. ______________________________________

b. ______________________________________

c. ______________________________________

In factory work, people are paid differently for doing unskilled, semi-skilled or skilled work. There are two important things that make the work different: a. the amount of training needed

and

b. how difficult the job is

Unscramble these words to make a sentence.

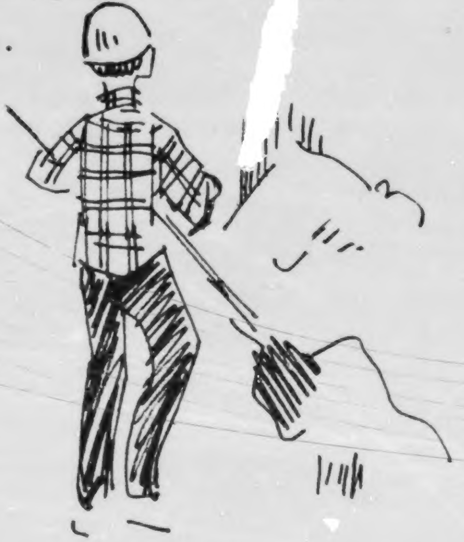
Is of a as skill gained a training result.

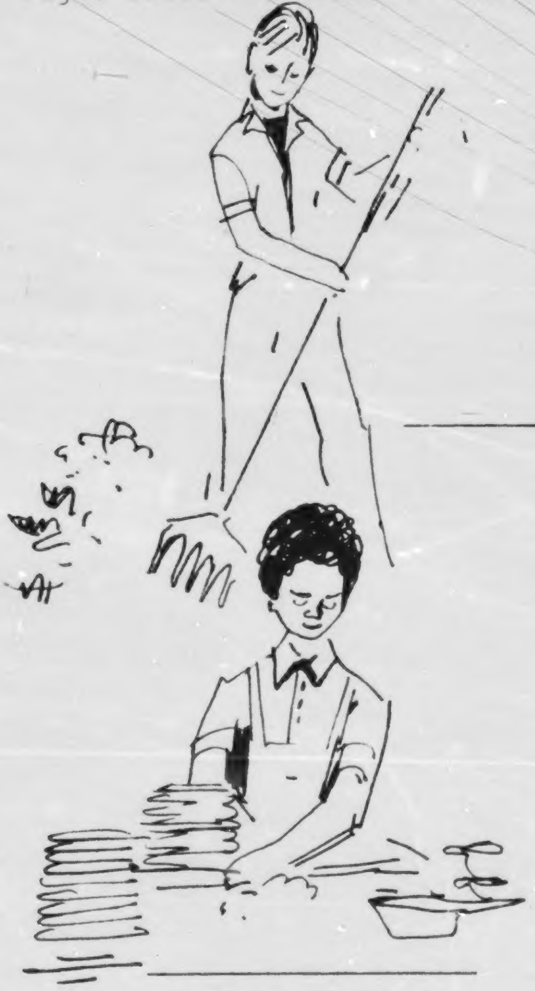
____

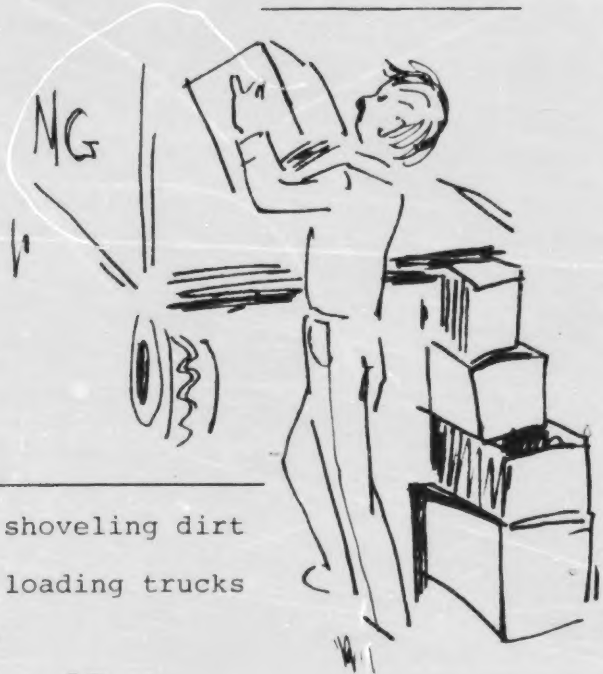
The pages that follow will tell you about training for a skill to do jobs that may be more difficult than others.

UNSKILLED WORKERS

An unskilled worker usually has a job that needs no special training. These are jobs such as lifting cartons, wrapping boxes, digging holes, chopping wood, etc. Look at the pictures below; these are examples of unskilled workers. The words that describe these workers are listed at the bottom of the page. Choose the right title and write it under each picture.







washing dishes

raking leaves

shoveling dirt

loading trucks

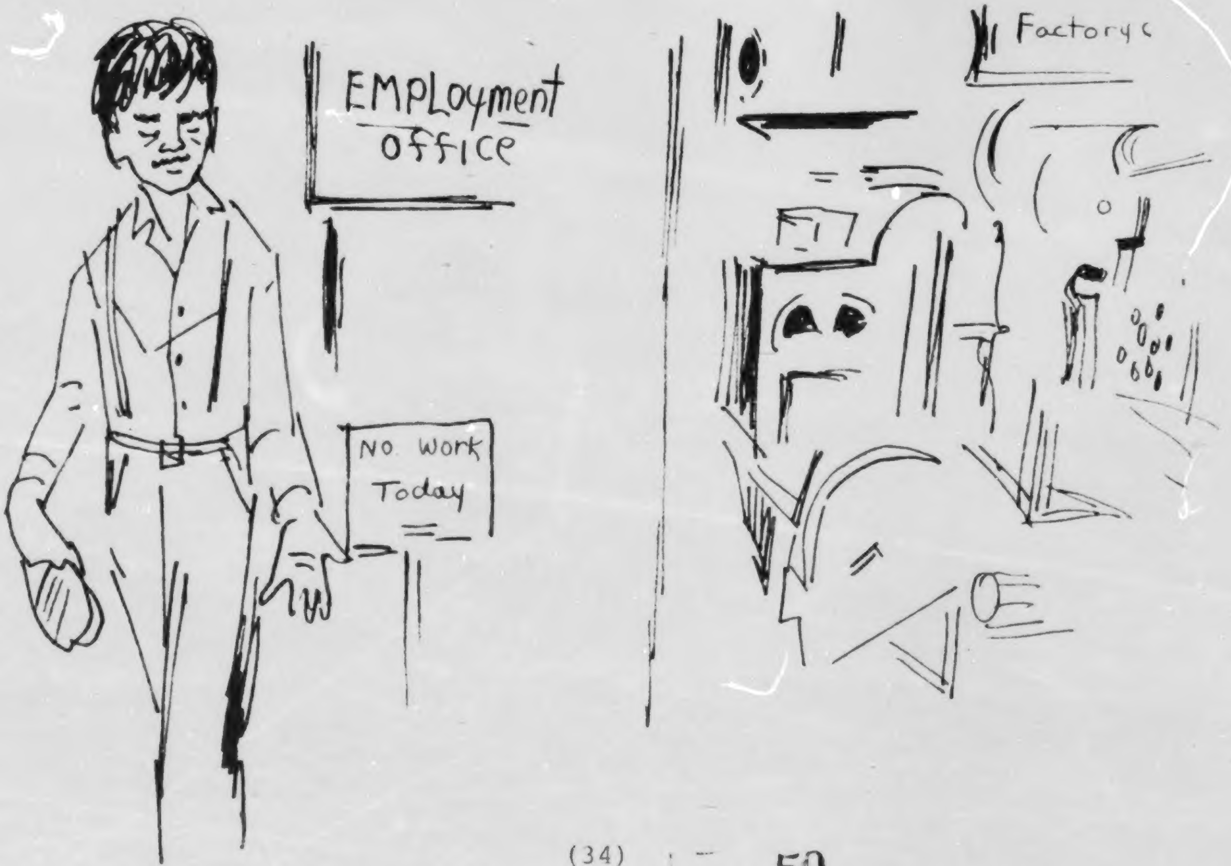
Can you name other unskilled jobs? Think of the places you see on your way to school and the people who work there---for instance, the supermarket, the gas station, the parking lots. From the people you see working in these places, write down two jobs that would be called unskilled.

1. ______________________________

2. ______________________________

A Gloomy Picture

Unskilled workers receive the least amount of money. Their work is very tiring. With the many new machines used in factories today, there are less and less jobs open for unskilled workers...because machines do the work, and machines do not have to be paid!



SEMI-SKILLED

The next level of jobs in a factory is called semi-skilled. There are more semi-skilled workers than there are any other kind of workers.

Look up the meaning of "semi" in the dictionary. Write its meaning here. ______________________________

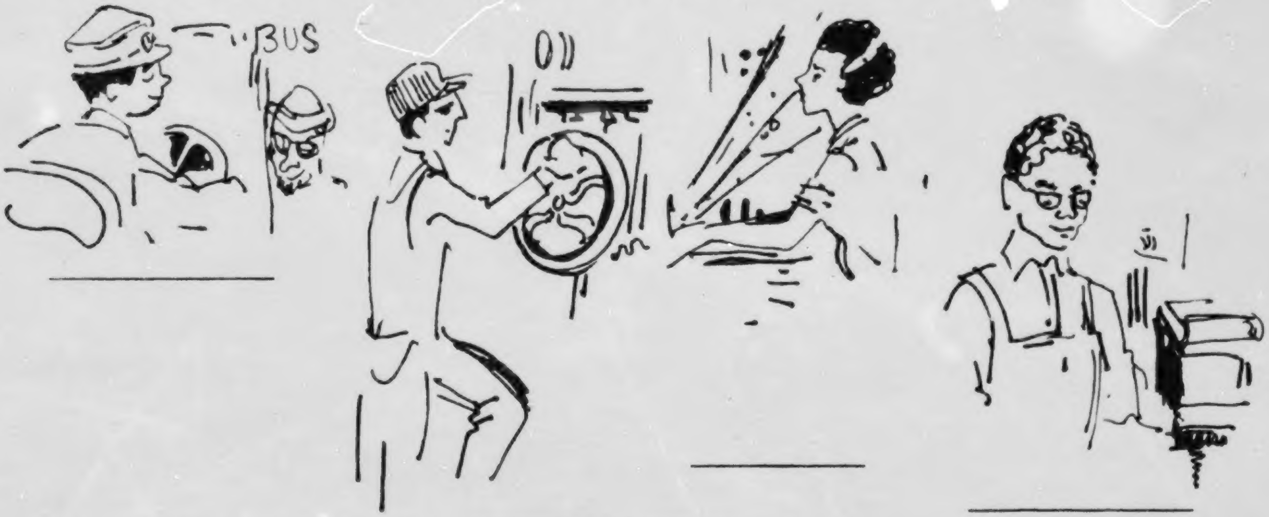
____

Can you guess what semi-skilled means now? Write what you think the meaning is ______________________________

____

The training for a semi-skilled worker is not very long and the pay is good. Some examples of the kinds of jobs in this group are machine operators, bus and truck drivers and custodians. The training for these semi-skilled jobs is done on the job. No special schooling is needed. On-the-job training is done by a more experienced person. The semi-skilled worker gets his training while he is working on his job- he earns as he learns.

The pictures below are of semi-skilled workers whose job titles are listed below. Put the correct job title under each picture.



______________ ______________ ______________ ______________

telephone operator bus driver machine operator drill press operator

1. partly skilled
2. experience
3. no special training
4. on-the-job training
5. skilled worker

Use the words above to complete this paragraph on semi-skilled workers.

Semi-skilled means (1) ________________ ________________________. The skill needed is learned through (2) ex________________ (3) no ____________ ________________ in school is needed. The semi-skilled worker receives (4) __________________________________ and is under the care of a (5) ________________________________.

SKILLED WORKERS

Look in the glossary to find the meaning of these words. Write the meanings on the lines below:

apprentice ____

____

apprenticeship ____

____

promotion ____

____

experience ____

____

SKILLED WORKERS OR WORKERS WHO HAVE DEVELOPED A SKILL

All skilled workers learn their skill as an apprentice, working as they learn. Complete this sentence by putting a circle around the correct word.

An apprentice is a person who is (learning, teaching) a skill.

A skilled worker must have at least three years of apprentice training. When an apprentice finishes his training, he has earned the right to be called a journeyman. This means that he has finished his training period and he will receive more pay. Also, skilled workers do more difficult work. They must be able to know how to do many kinds of work and he must be able to supervise others.

Copy the six underlined words or phrases on the lines below. When you have done this, you will see all the phrases that describe a SKILLED WORKER.

____________________ ____________________

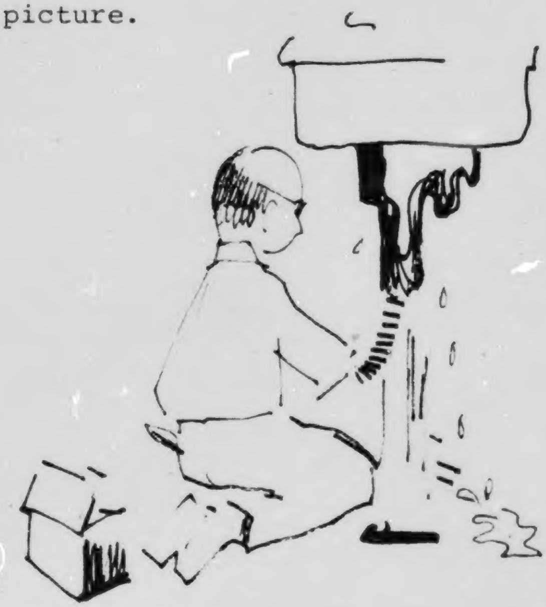
____________________ ____________________

____________________ ____________________

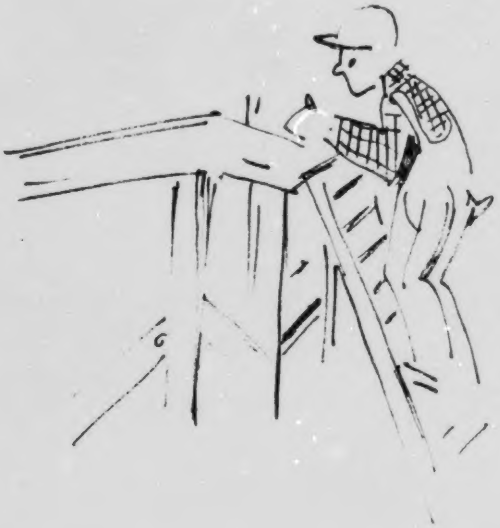
LESSON VI
"Job Families"

ACTIVITY

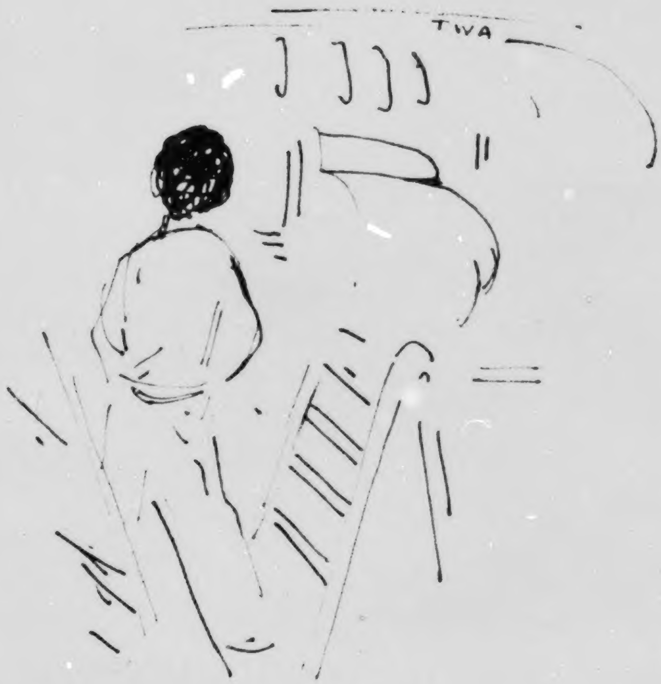
Look at the pictures below. These are examples of skilled workers. The job titles that describe the pictures are listed at the bottom of the page. Choose the correct job title and write it under each picture.



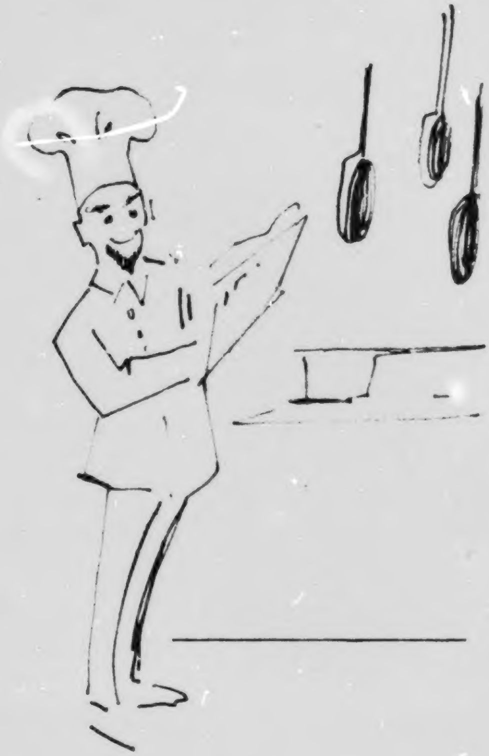
____



____



____



____

chef　　plumber　　airline mechanic　　builder

ANOTHER GROUP OF WORKERS

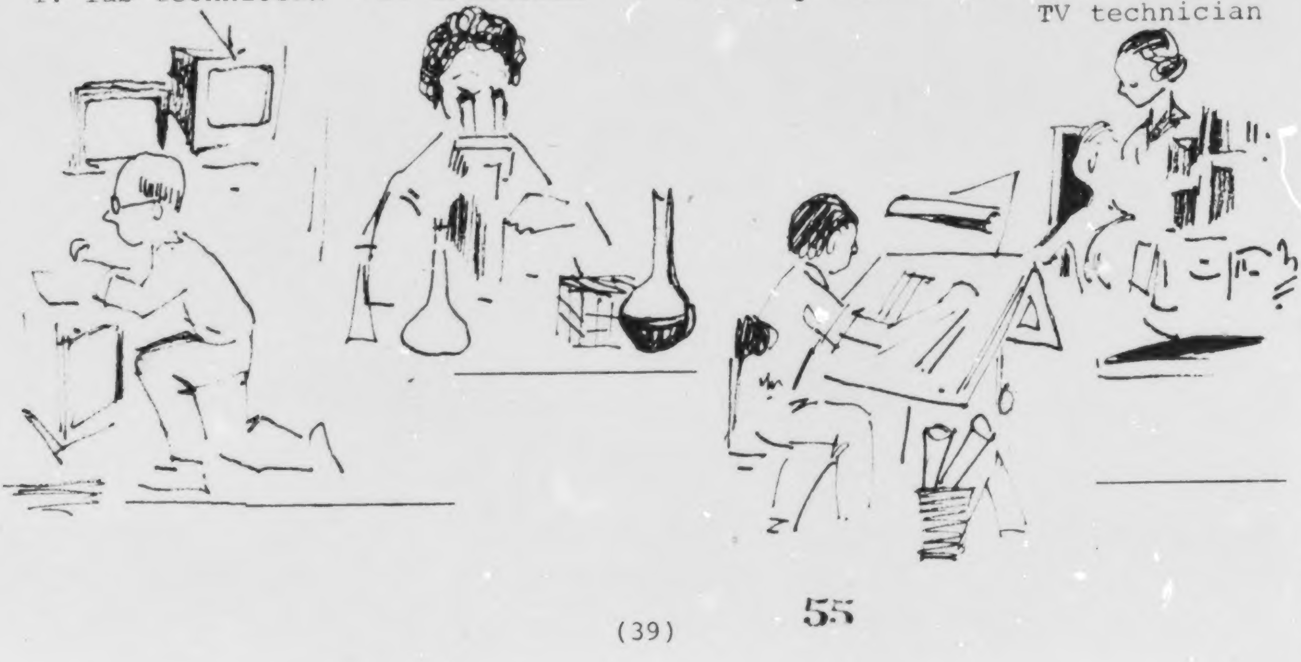
The Technician

(Say tek - nish - an) You have all heard the term "X-ray technician" or "TV technician." Do you know where the technician is in the World of Work? He is a person MORE highly trained than the skilled workers we have just studied. For his work, he must have special training in a school. He can get this training in a technical high school - such as Central Technical High School - where these special courses can be taken as part of his high school education or as night school courses while he is working daytimes. There are also special technical schools which offer two year courses that prepare people for technical jobs in drafting, (drawing plans) computer work, X-ray technicians, etc.

With this special training, a person does higher level work and receives good pay. This is a very big field in the World of Work with many chances to get ahead.

Look at the pictures that follow. These are examples of technicians. The job titles that describe the pictures are listed below. Choose the correct job title and write it under each picture.

1. lab technician
2. draftsman
3. X-ray technician
4. radio and TV technician



Professional

Do you know who this is a picture of? It is Professor Jenkins. Write here what you think he does ____________________________________

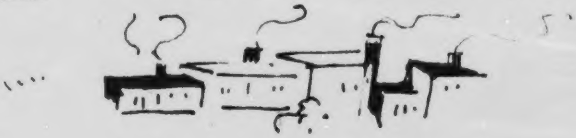
To find out if your answer is right, turn the page upside down and look in the left hand corner. YOU WERE RIGHT - and before he was able to teach others, he had to complete a higher form of education, usually at a college. People in the professions usually have had higher education. Many have had special training after college. Can you check the jobs listed below which you feel fit the description of a professional?

___teachers
___dancers
___bakers
___doctors
___lawyers
___stock car drivers

TEACH

BUSINESS and INDUSTRY

Two important words that will help you understand about jobs are business and industry. What is this a picture of?



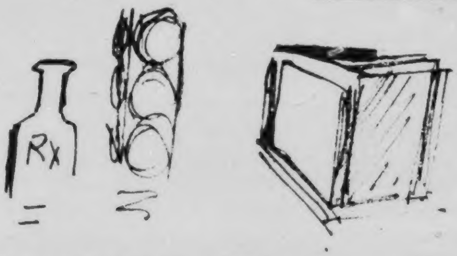
This is a picture of a ______________________________.

If you said factory, you were correct. In this study we'll think of INDUSTRY as being the factories that make products.

The picture above is a picture of people, people who sell or use the products made in industry. We shall call this group of people: BUSINESS.

Can you complete the following, using the two terms: business - industry

______________ means the factories that make the products that ____________ sells or uses.



Name two industries in the Syracuse area.

1. ______________________________
2. ______________________________

Name two businesses that sell products in the Syracuse area.

1. ______________________________
2. ______________________________

LESSON VI
"Job Families"

ACTIVITY

Listed at the left are some of the most important INDUSTRIES, businesses, and services in our country. Arrange them in alphabetical order and write them on the numbered lines.

insurance 1. ________________
clothing 2. ________________
radio and tv 3. ________________
chemicals 4. ________________
gas 5. ________________
railroad 6. ________________
government 7. ________________
banking 8. ________________
post office 9. ________________
motor vehicles 10. ________________
aviation 11. ________________
paper 12. ________________
printing 13. ________________
iron and steel 14. ________________
telephone 15. ________________
baking 16. ________________
restaurant 17. ________________

PARA - PROFESSIONAL

There is a group of workers who are becoming more and more important. These are the people who help the professionals. Here are two important facts about PARA - PROFESSIONALS:

1. "Para" means part...so para-professionals are part professionals. This means they must have part of the extra-education needed by the professionals they help.
2. Para-professionals are also called by other names, such as assistant and aide. For example, there are teacher aides and dental assistants.

Copy all the underlined words and phrases, above, on these lines:

1. ______________________________
3. ______________________________
2. ______________________________
4. ______________________________

Now, do the exercise on the following page.

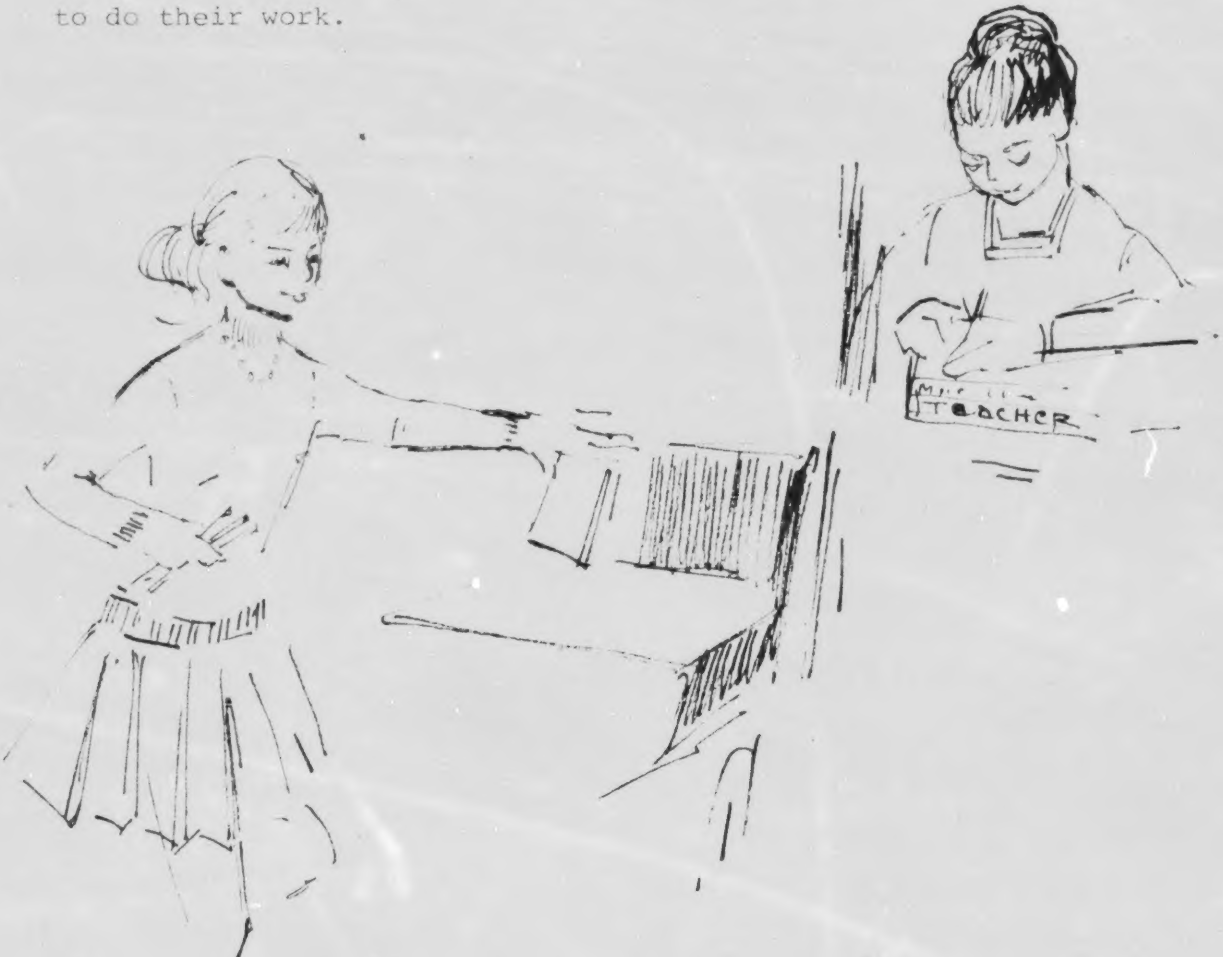
LESSON VI
"Job Families

ACTIVITY

Use the words below to fill in the sentences:

assistant	aide
help	extra-education

1. A teacher's ____________ helps a teacher in her work.
2. Someone who helps a dentist in his work is named a dental ______________________.
3. Para-professionals __________________ the professional people do their work.
4. Para-professionals need __________________ ____________________ to do their work.



GUIDED OCCUPATIONAL ORIENTATION

An Introduction to the World of Work

GLOSSARY

Accountant - a person who takes care of bills paid by or paid to a business.

Act as a Trustee - to take charge of the property and the spending of money left to a business or person.

Addressing - writing the number and street where you live.

Adjust lenses - to fit eye glasses.

Advise - to say what should be done.

Airplane Fueler - person who fills the airplane tanks with fuel.

Alcohol rub - a medicine put on the skin to make a fever go down.

Altitude - how high something is.

Ancient - very, very old; a long time ago.

Antennas - a long wire or rod used to help bring in better sound or picture.

Anxious - worried; upset.

Appointments - time and date set to meet someone.

Apprentice - a person who is learning a trade.

Architect - a person who makes drawings of buildings.

Assignment - a job to be done.

Astronaut - a person who is part of the crew in a space ship.

Attendant - a person who waits on another person.

Attitude - a way of thinking, acting or feeling.

Balance accounts - to keep money spent and money received equal.

Balance wheels - using weights to take the shake and bounce out of wheels.

Batter - mixture of flour, milk, eggs, etc.

Beautician - a person who washes, sets and cuts hair.

Bellhop - a person who carries suitcases for visitors to a hotel or motel.

Birth certificate - written proof that a person was born on a certain date.

Bookkeeper - a person who keeps business records.

Bouquet - bunch of flowers.

Brilliant - very bright.

Bulldozer - a tractor that moves dirt.

Business - a trade or profession.

Butcher - a person who cuts meat.

Cable - a strong thick rope, often made of wire.

Calm - peaceful; quiet.

Camera - a machine that takes pictures.

Career - a life's work.

Carefree - happy

Carhop - a person who waits on you at your car.

Cashier - a person who handles money.

Casual - not planned; something that happens naturally.

Cattle rancher - to own a ranch where cows and bulls are raised.

Cavities - holes in teeth.

Chef - a cook who is in charge of a restaurant kitchen.

Chemicals - materials used to make medicines, vinegar, etc.

Chemists - persons who work with chemicals.

Clean drains - to unplug a pipe, and sewer.

Clergyman - a leader of a religious group.

Clue - a hint to help solve a puzzle or a mystery.

Commercial Artist - a person who draws pictures for a business.

Complaint - the act of saying something unfriendly about somebody or something.

Computer - a machine that helps to solve problems.

Conditions - places or situations under which you work as outdoors or indoors hot or cold.

Conduct - to lead or guide.

Confuse - to mix up.

GLOSSARY (cont'd)

Copywriter - a person who writes stories for a newspaper.

Corsages - flowers put together to be worn on a dress or on the wrist.

Create - to think up (a new idea).

Custodian - a person who takes care of a building; a "janitor".

Dangerous - not safe.

Defend clients - to act for a person as the lawyer defends his client.

Dental care - keeping teeth and gums healthy.

Dentures - false teeth.

Design - a drawing or plan.

Develop photos - treat with chemicals so a picture shows.

Dictating - saying or reading aloud for another person to write.

Difficult - hard to do.

Diploma - a written or printed paper given by a school to show school work has been finished.

Disc Jockey - a person who plays records on radio.

Dishonest - not fair play.

Draw up wills - to write on paper what a person wants to be done with his property and the things he wons when he dies, (a lawyer does this)..

Drilling rig - a machine that supports and guides the holes for water, oil, etc.

Dye hair - to change the color of hair.

Earnings - money given to pay for work done.

Electrician - a person who repairs or puts in new electric wiring, lights, motors, etc.

Employee - a person who works for someone.

Employer - boss

Employment - work

Energy - wanting to work.

Enforcement - the act of seeing that laws are followed.

Engraver - a person who carves or cuts letters into wood, metal, or stone to get it ready for printing.

Engineer - a person who works with engines; a person who is trained in building bridges, forts, etc.

Erect scaffolding - build a platform so a person can stand on it to do work as paint a building, wash windows, etc.

Exchange - a giving or taking of one thing for another.

Experience - that which is learned by seeing, feeling or hearing.

Extract - to draw or pull out; as to extract a tooth.

Facials - a treatment with creams, oils put on the face.

Faith - a promise, or a belief in God.

Fares - the money you pay on a bus, train, plane, etc.

Faucet - a fixture for drawing water.

Favorite - liked best.

Fever - sickness that heats the body.

Filing Clerk - an office worker who puts material in alphabetical order.

Film - a roll of thin material used to make pictures.

Flood control - the use of dams and machinery to keep rivers etc. from over running the land.

Florists - people who raise and sell flowers.

Forest ranger - a person in charge of forests (woods) to guard against fires.

Freight train - a train that carries goods (lumber, food, etc.).

Frost cake - to cover a cake with a mixture of sugar and liquid.

Goal - the place or job you want to reach.

Graduate - a person who finishes a school or college course of study.

Greenhouse - a glass or plastic covered building where flowers and vegetables grow.

Guidance Counselor - a person who helps children with school problems.

Hardware - a store that sells things made from metal.

Hatcheck girl - a person with whom you leave your hat and coat while eating or dancing.

Hauling - pulling, dragging or carrying. (A truck hauls lumber.)

Height - how high or tall things are.

Hints - little signs to help solve a problem.

ICS - Individualized Career Study

Ignition - a setting on fire.

Imagination - forming of pictures in your mind.

Information - facts or news.

Inspect - look over carefully.

Install - to put in as install a telephone.

Insulate - to use materials to stop the loss of heat, cold or electricity.

Interpreter - a person who changes words from one language to another.

Interview - a meeting of people to talk over their work; questioning someone to see if he should have the job; or questioning someone about the job he does.

Jeweler - a person who sells, makes or repairs jewelry such as earrings, bracelets, tie pins, etc.

Judges - a person chosen to hear and decide cases in a court of law.

Laboratory - a place where scientific work is done.

Laundromat - place where clothes are washed.

Librarian - person who works where books are kept (library).

Linotype - a machine that sets type by itself.

Lobster trap - a trap that catches lobsters.

Luggage - trunks, bags, suitcases a person takes with him when he travels.

Lumberjack - a man whose work is cutting down trees and getting out the logs.

Machine Operator - a person who works with machines.

Manicures - takes care of the hands and nails.

Materials - what things are made from.

Mechanic - workman skilled with tools; one who repairs and uses machines.

Meter - something that measures, or measures and marks down amount used; as a water meter.

Minister - one who is the religious leader of the Protestant faith.

Moody - having changes of feelings, as happy or unhappy.

Musicians - people who are skilled in music.

Newsstand - a place where newspapers and magazines are sold.

Occupations - kinds of work.

Operate - to work on something or someone.

Operating - working on something or making something work, as the doctor is operating on the boy. The man is operating the machine.

Opportunity - the chance to do something.

Orchestra pit - a lower part in front of the stage where the musicians sit to play music.

Organize - to put in order.

Packages - a group of things tied together with paper and string.

Pamphlet - a small booklet with reading material.

Personality - what makes one person different from another.

Pharmacist - a person who prepares medicines.

Phrases - groups of words.

Plotting - mapping or planning something.

Pluck eyebrows - to pull some of the hair from the strips of hair above the eyes.

Plumber a man whose work is putting in and repairing water pipes and fixtrues in a building.

Plywood - board or boards made of layers of wood glued together.

Polite - having or showing good manners.

Popular - liked by most people.

Possibility - a thing that can be: There is a possibliity that the train may be late.

Postal Clerk - a person who handles mail in the post office.

Prefer - like better.

Pretend - to make believe.

Priest - one who is the religious leader of the Catholic faith.

Printer - a person whose work is to mark words on paper by using a machine (a printer prints the notices).

Progress - to show improvement; to get better

Promotion - to move to a higher job with a raise in pay.

Proofreader - a person who checks and corrects mistakes before something is printed.

Psychologist - a person who helps people who are worried, nervous, or upset to solve their problems.

Published - to prepare and offer for sale (a book, paper, map, piece of music, etc.).

Qualifications - that which makes a person fit for a job, task, office, etc.

Rabbi - one who is the religious leader of the Jewish faith.

Race Track - a place whrer races are run.

Radar - something that finds objects in the sky and records them on a screen.

Raise - more money as a raise in pay.

Recordings - a record used on a record player.

Regardless - in spite of; not caring

Registered letter - a letter marked in the post office which needs special stamps for special handling.

Requirements - things needed.

Requires - needs; has to have.

Retirement - the act of leaving a job because of age or sickness.

Rude - not polite.

Salary - money paid for work done.

Sandwiches - two or more slices of bread with meat, jelly, cheese, etc. used for filling.

Saw pipes - to cut pipes.

Scrapbook - book in which pictures and pieces cut out of newspapers, magazines, etc., are kept.

Season soup - to flavor soup; as with salt and pepper.

Selecting - choosing

Shadow suspects - follow people who are believed to be quilty of a crime.

Sheet Metal Workers - one who cuts and puts together thin pieces of metal.

Shelter - Something that covers and protects from weather or danger.

Shipping room - the place of business where goods are received or sent out.

6th Grade

1. Occupational Clusters

Teacher's Manual

B

LIFE CENTERED CURRICULUM PROGRAM
Syracuse City School District

OCCUPATIONAL CLUSTERS UNIT

Teacher's Manual

To be used in conjunction with Career Center and Skill Center Visits

OCCUPATIONAL CLUSTERS

TEACHER'S MANUAL

Table of Contents

PART

I. Introduction
II. The Career Center Visit
III. The Skill Center Visit
IV. Teacher's Guide for Skill Center Booklet
V. Tips for Teaching Language Arts using Skill Center Booklet
VI. Individual Career Studies Program
VII. Teacher's Guide for Individual Career Studies

Introduction

This manual is written primarily for those upper intermediate teachers (6th grade) whose classes will be participating in the Career and Skill Center Program. A special Life Centered Curriculum unit, Occupational clusters, has been written to be used in conjunction with this program. The first five objectives of this unit provide a framework for exploring the 15 occupational clusters as defined by the U.S. Government and relating the students own interests and skills to the world of work. The last objective introduces the student booklet (also entitled Occupational Clusters) which deals with the world of labor, including classes of workers, labor laws, social security. The unit, including a copy of the student booklet, will be distributed in the Life Centered Curriculum unit notebook complete with answer keys.

This manual is a description of the Career and Skill Center visits; what the teacher should do in preparation for the visits, what the children should bring etc. The portions of the skill center manual which must be done in the class room prior to your visit, is presented as well as some extra teacher aids in using the booklet. You have been sent your individual schedule.

The final portion is a description of the Individual Career studies phase of the program including an overview of each of the Individual Studies, and the answer keys.

PART 11

The Career Center Visit

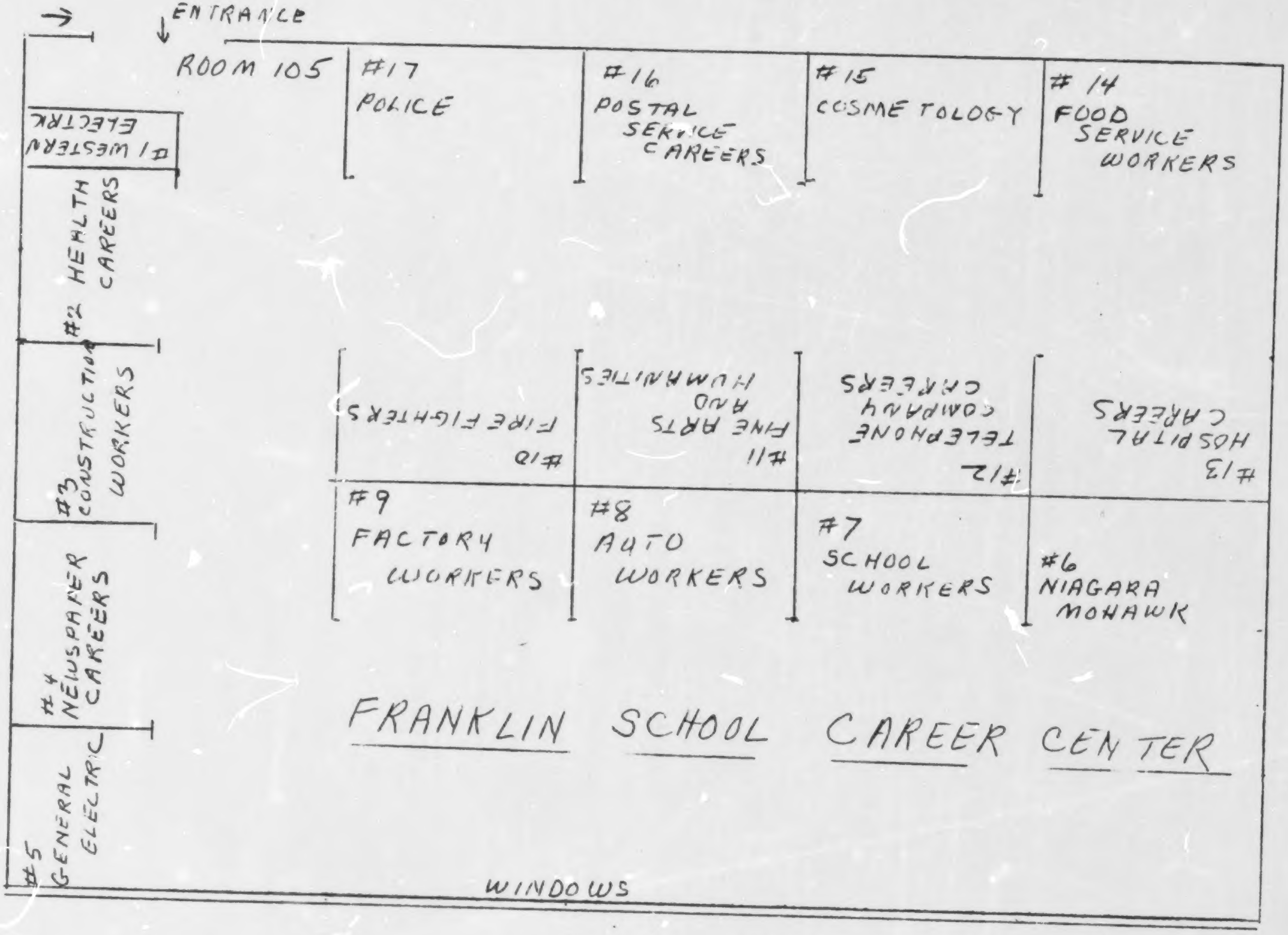
Where: The Career Center is a specially designed classroom (at Franklin School Room 105, 428 S. Alvord St.) It is divided into 17 individual booths which will accomodate two students at a time. Most boths are equipped with a tape recorder, two headsets and a tape directing the student in the booth as well as pictures, hands-on-material and worksheets for each student to use. (See diagrams) A card is at the center of each booth telling students what they should do in that booth.

When. Individual teacher schedules have been distributed. Each classroom will spend two full days at Franklin School:

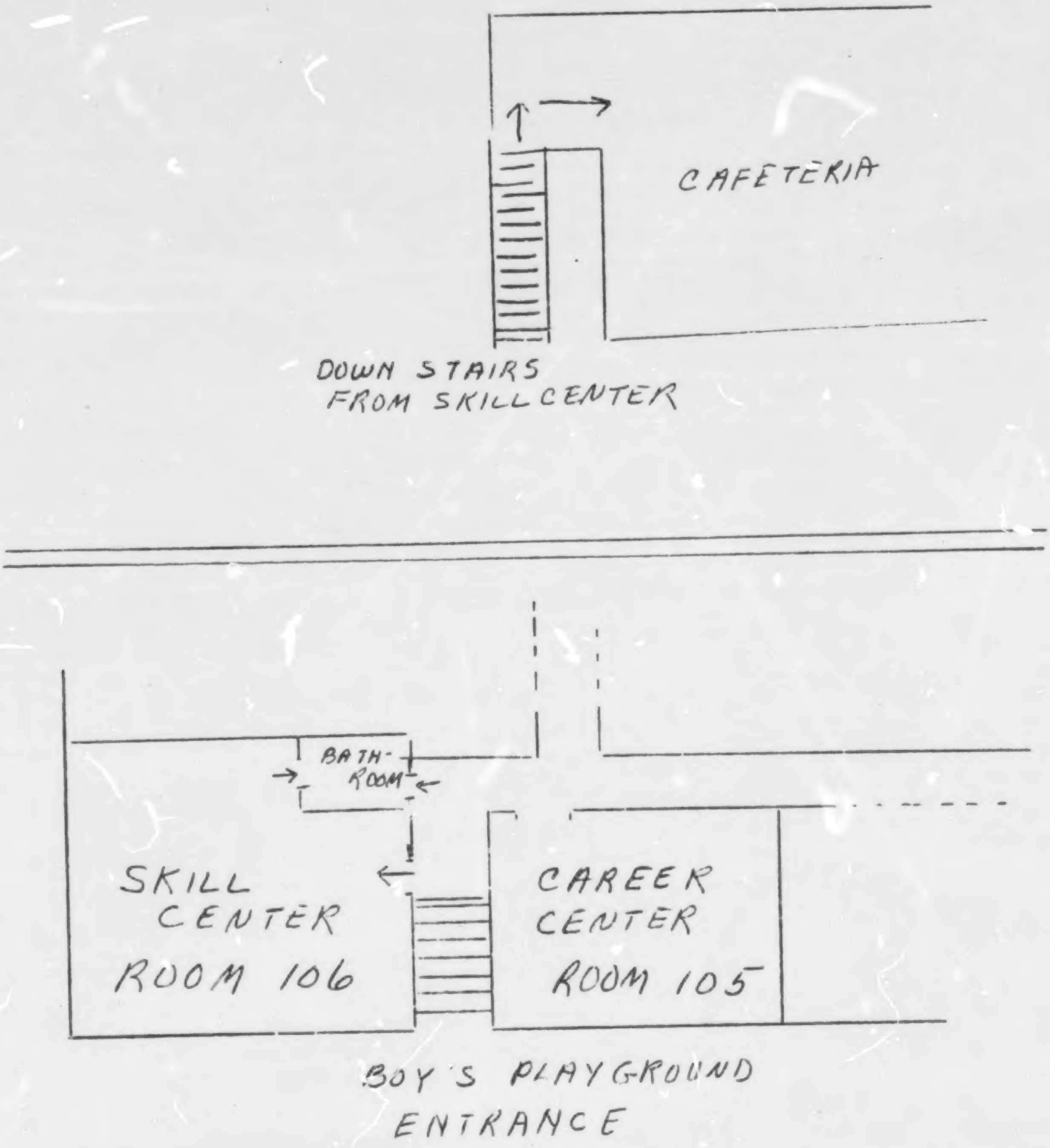
	A.M.	P.M.
Day 1	Career Center	Skill Center
Day 2	Skill Center	Skill Center

Bag Lunches and Milk Money must be brought each day.

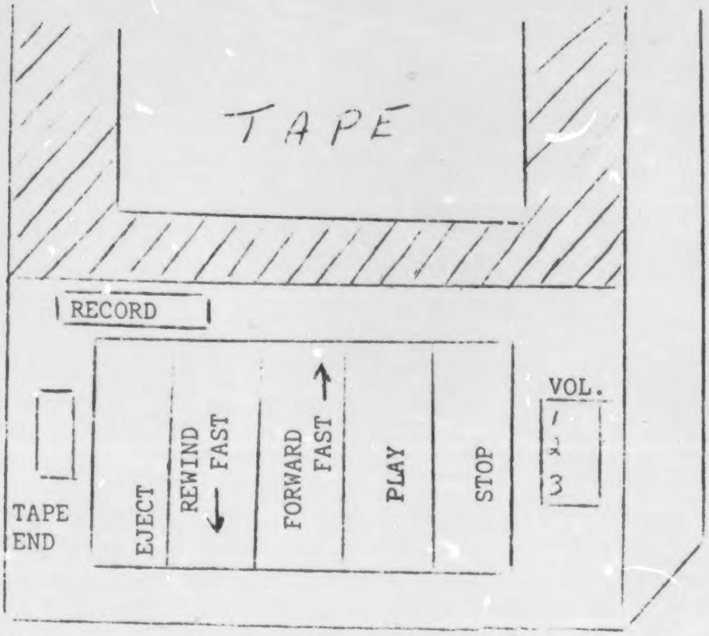
Note. All instruction at Franklin School will be conducted by the Life Centered Staff under the supervision of the classroom teacher.

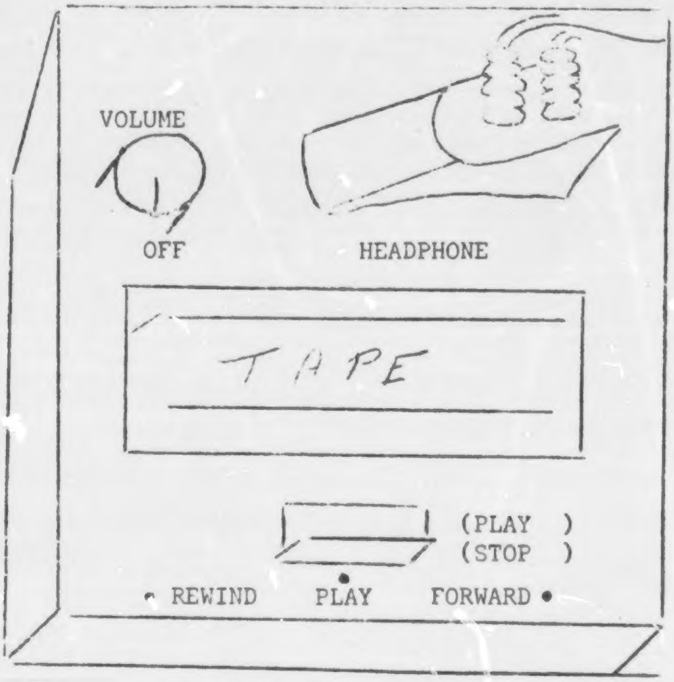

ENTRANCE
ROOM 105
#1 WESTERN ELECTRIC
#2 HEALTH CAREERS
#3 CONSTRUCTION WORKERS
#4 NEWSPAPER CAREERS
#5 GENERAL ELECTRIC
#17 POLICE
#16 POSTAL SERVICE CAREERS
#15 COSMETOLOGY
#14 FOOD SERVICE WORKERS
#10 FIRE FIGHTERS
#11 FINE ARTS AND HUMANITIES
#12 TELEPHONE COMPANY CAREERS
#13 HOSPITAL CAREERS
#9 FACTORY WORKERS
#8 AUTO WORKERS
#7 SCHOOL WORKERS
#6 NIAGARA MOHAWK
FRANKLIN SCHOOL CAREER CENTER
WINDOWS

FRANKLIN SCHOOL DIAGRAM


CAFETERIA
DOWN STAIRS
FROM SKILL CENTER
BATH-
ROOM
SKILL
CENTER
ROOM 106
CAREER
CENTER
ROOM 105
BOY'S PLAYGROUND
ENTRANCE

DIAGRAMS and DIRECTIONS for USING TAPE RECORDERS and HEADSETS at the CAREER CENTER


TAPE
RECORD
TAPE END
EJECT
REWIND FAST
FORWARD FAST
PLAY
STOP
VOL.
1
2
3


VOLUME
OFF
HEADPHONE
TAPE
(PLAY)
(STOP)
REWIND
PLAY
FORWARD

DIRECTION CARD

LISTEN TO THE TAPE FOR DIRECTIONS

Direction Card: Each booth has a different card with different directions.

How: Transportation has been arranged for you and your class. The district bus will transport your class to and from the Career Center and the Skill Center. The bus will arrive at your school no later than 9:15 A.M. and will leave Franklin at 2:15 PM. to return to your building. Please have your class ready when the bus arrives.

Before Career Center and Skill Center Visit

Before your class comes to the Career Center, and the Skill Center there are several procedures to follow which will facilitate your visit.

1. If possible, have the student Occupational Clusters Booklet finished and the classroom portions of the Skill Center booklet completed.

2. Check to make sure you know the dates and times of your schedule.

3. Distribute the diagram of the Career Center and the diagram of the tape recorder and headset. Have the children keep them to bring with them to the center.

4. BRING TO FRANKLIN EACH DAY: Bag lunches, milk money, Skill Center Book and pencils.

5. Divide the class into pairs of two. Assign each group a number from one up to seventeen. The number they receive will correspond to the booth in which they are to start.

6. Remind them that on the days of their visits they are to bring a bag lunch and money for milk.

7. Each child should have his or her own sharpened pencil. Have each student make a folder in which to put the sheets they will collect in the Career Center booths.

8. Bring completed order blank (next page).

Upon Arriving At the Career Center:

When you arrive at Franklin School classes will be in session. Stress that good manners are important as other students in the building are working. You will come in the Boy's Playground Door at the left end of the building and be met by a member of the Life Centered Curriculum Staff.

Coats, boots, etc. will be removed in the room. By doing this, we shall minimize any chance of disturbing other classes. Please see that your class enters in single file and in silence.

After the children have removed their wraps, and been greeted, proceed to the Career Center booth which corresponds with their number. A bell will ring which will signal the children to begin.

Upon Arriving at the Career Center

At the end of the allotted time, the bell will ring again and they will move on to the next highest numbered booth. The Teacher Assistant will be on hand to direct the children through the center.

The pupils will take their lunches to the Cafeteria where milk is provided for (6¢ for white & 7¢ for chocolate) per pupil.

Upon finishing the program for the day, the children will return to their own schools via bus at 2:15 P.M.

PART III

The Skill Center Visit

The skill trainer phase of the sixth grade program will be immediately following the Career Center visit. The Skill Center is also located in Franklin School in Room 106. Your individual schedules will inform you of the days you will be visiting the Skill Center.

The Skill Center teacher will conduct the students in the activities of the center. Materials will be supplied except the food for the Restaurant portion. It will be necessary for you to plan with your class a simple menu. Have members of the class bring the necessary ingredients with them to prepare in the Skill Center. Some suggestions are:

Kool Aid (2 or 3 packs of pre sweetened)
Frozen Pizza (6 to 8 boxes) or
Hot dogs & buns
Cake (cake mix, eggs, frosting Mix)
Cake (Brownies, etc.)

As a rule, the students who will be using the Restaurant Careers Studies will run the Restaurant operation. The Skill Center is equipped with 7 different interest areas. These include:

A Woodworking shop
2 Sewing machines
2 Electric typewriters
A Restaurant area (with a cash register)
A Health Center (with hospital bed & life size dummy)
2 cash registers (additional)

The Skill Centers purpose is to give each child a hands on experience in working with real tools and equipment. Easy instructions for making things (such as a bird house, an apron) and for using the equipment, are found in the students booklet. The Skill Center teacher will instruct and supervise the children as they proceed in the Skill Trainer. It is important that the classroom pages of the Skill Trainer booklet be completed before the visit to the Skill Center.

Syracuse City School District

Individualized Career Study Order

School ____________________ Date _____ Teacher ________________

It is recommended that each child do 3 studies. The levels are:

Blue – less challenging
Yellow – average
Pink – more challenging

(be sure you have ordered enough)

Put the number of ICS's (by color) needed in each column.

*****BRING THIS COMPLETED ORDER FORM WITH YOU ON THE FIRST DAY YOU VISIT THE CAREER CENTER.*******

INDIVIDUALIZED CAREER STUDIES	NUMBER OF COPIES		
	Blue	Yellow	Pink
1. Airport Workers			
2. People Who Work with Animals			
3. Auto Workers			
4. People Who Work in Conservation			
5. Cosmetology			
6. Fashion & Clothing Careers			
7. Firefighters			
8. Health Careers			
9. Careers in Heavy Construction			
10. Careers in House Construction			
11. Hospital Careers			
12. Newspaper Careers			
13. Careers in Office Work			
14. Police Careers			
15. Post Office Workers			
16. Careers in Restaurant Work			
17. School Workers			
18. Store Workers			
19. Telephone Workers			
20. Careers in TV and Radio			
21. Careers in Transportation			

A suggestion for assigning children to certain areas in the Skill Center is to correlate as much as possible the Career Studies they choose to the specific interest area.
For example:

Health Careers Hospital Careers	Hospital area
Restaurant Workers	Restaurant Area & Oper.

Hopefully, each student will have the opportunity to experience several of the various interest areas during their visit to the Skill Center.

Stress with your students that consideration and cooperation is important if each person in the class is to enjoy and receive the maximum opportunities of the van.

PART IV

Below is a description of the Skill Center Booklet and tips for teaching those pages done in the classroom prior to the visit.

Page 1

This is a list of the activities which are available in the Skill Center. Let the children read through the list and check 3 or 4 activities that they would like to do in the Skill Center.

Page 2

This page shows a picture of a cash register used in a grocery store. Elecit from the children the names of the keys on the register and the food items that correspond. Page 3 gives a list of the items under the correct heading.

Page 3

On Page 3, in addition to the Product Chart, there is an exercise for using the price charts. The directions for the chart are self explanatory.

Page 4

Done in Skill Center.

Page 5

A self explanatory page using the Drug Store cash register. A word of caution: The RX is prescription medicine, as aspirin is not a prescription, it goes under medical supplies.

Page 6

Done in the Skill Center.

Page 7 & 8

These pages are exercises in preparation for the restaurant part of the Skill Center. At this point, you should designate which students will perform the following functions: a manager, 2 cooks, 2 bakers, 2 waiter/waitress. The suggestions for menus are listed in the general guide for the visit to the Skill Center.

Page 9

Done in the Skill Center.

Page 10, 11, 12

These pages depict the various tools that are in the wood shop of the Skill Center. Review the pages with the class by giving the following question and directions:

1. What is a try square used for?
2. Draw a circle around the try square.
3. Draw a circle around the plane used for building things.
4. Draw a circle around the saw that is used for cutting curves.

5. What kind of hammer is used mostly on metal?
6. What is a hack saw used for?
7. What is the difference between a spike and a common nail?
8. Circle the tool which is used to hold down the materials.
9. Put a circle around the Phillips Screwdriver.

Page 13

This page is self-explanetory. However, it is essential that the children be so familiar with the numbers, and what they mean in their place, that they are readily able to transfer this knowledge and use it on page 14 (bill of materials).

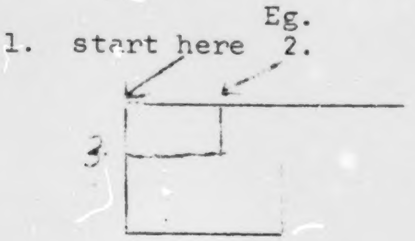
A brief introduction to linear metric measurement required here for student without prior exposure to metrics.
(Eq: mm means millimeter)
(cm means centimeter)
The page (13) can be used to show the difference and approximate size of cm's & mm's.

Note: Do not try to compare metrics with standard american measure. This will confuse rather tan clear up the issue. Treat metrics as a seperate measurements method.

Page 14

A sample plan to build a bird house using the metric system of measurement. There are 10 different plans in the skill center. The list of the projects is on page 16. All plans consist of an assembly drawing and a bill of materials.

Suggested large group activity: Have the students practice measuring the sides of a bird house on a piece of paper. Note: They must start measuring from a corner of the page to allow them to easily cut out the part.



2. Measure length and mark it
3. Measure width and mark it
4. Place edge of ruler at edge of paper, draw length and width where they were marked

Page 15

This is a further review for the wood working shop describing a bill of materials with a brief exercise to do at the bottom of the page.

Page 16

On this page is a list of items for which plans are available in the wood working shop. Have the students who are interested in the shop, choose one item which he or she would like to construct.

Page 17 & 18

These pages are for students who are interested in using the sewing machines in the Skill Center. Patterns are available in the Skill Center for making a skirt, an apron, a halter, and a vest (all about size 7). White muslin is provided in the Skill Center. If a student wishes to use other material, he or she will need to furnish about a yard of material and matching thread. The Skill Center teacher will teach the students the operation of the machine.

Note to teacher: Pages 19-20b are used as the basis for presenting a mini course for Reading Development which is found in this manual.

PAGE 19

A word list is presented for the children who wish to use the camera and the typewriters. Related activities follow on pages 20, 20a, & 20b.

Page 20

This page is a description for using the polaroid camera in the Skill Center. It is self explanatory. A large picture of the camera is provided for you which shows more clearly how the camera operates. Choose those children interested in newspaper careers and let them form a committee to take the pictures.

Page 20a

A brief description of the typewriting elements is presented with the various type styles produced.

Page 20b

This is a self explanatory page using the word list on page 19.

Page 21 & 22

These pages are self explanatory and are to be done by students interested in Radio and T.V. Careers. The tape recorder and cassettes are available in the Skill Center.

Page 23, 24 & 25

The use of the calculators are described on these pages. It is important to work through these pages with all the students since most of the class will wish to operate the calculators. Several things to watch for: The symbol (+) is used as both an addition sign and as a set sign. Therefore in doing the subtraction problems, the plus sign will be used between the numerals. The same is true for division. For example:

$\boxed{1}\ \boxed{5}\ \boxed{+}\ \boxed{4}\ \boxed{-}\ \boxed{*}$

The star(*) is used as the symbol for producing the answer in addition and subtraction. The (=) symbol is used for the final button to push in multiplying and the $\boxed{\div}$ symbol is used for division. An example of each type of operation is given in the book.

Pages 26 - 30

Done in the Skill Center.

Page 31 & 32 & 34

Information is given to those students interested in Health and Hospital Careers. No written work is included.

Page 33 Done in Skill Center.

Page 35

Another information page for students interested in Postal Careers. Most of the activities are done in the Skill Center.

LIFE CENTERED CURRICULUM
Syracuse City School District

PART V TEACHER'S MANUAL - OCCUPATIONAL CLUSTERS

A Suggested Program for Teaching Reading Utilizing the Skill Center (Pages 19 through 20b of Skill Center Workbook) to promote an effective mini reading program.

This material was prepared by Mr. Robert McCarthy the Skill Center teacher, and is to be used by those students using the poloroid camera and the electric typewriter in the skill center in conjunction with the Newspaper and Office Workers Career Studies.

A. OBJECTIVES

Objective I, Developmental Reading.

The language-experience approach to reading derives its name from its origins-children's language and activities. These become the sources out of which grow materials and methods for teaching reading. The rationale underlying language-experience reading is found in several principles of learning.[1] Some are:

1. Learning takes place more readily if a child accepts as useful and important to him the activities in which he is expected to engage.
2. Learning is more efficient if it has satisfying emotional content - if feeling is supportive of thinking.
3. First hand experience makes a deeper impression on a person than vicarious experience.
4. Learning is facilitated and reinforced when more than one sensory approach is used.
5. A child learns best when he is relieved of too great pressure to compete and when he feels reasonably confident that he can accomplish what is expected of him.
6. A child learns best when his efforts are appreciated by his teacher and classmates.

Objective II(A) Comprehension and Interpretation.

In teaching word recognition using the language-experience approach some words will be within the students sight vocabulary, others will require the use of skills already learned. For example, context clues, phonic analysis, structural analysis, the use of a glossary (provided) or even a dictionary.

By the use of these, Sight Vocabulary, Word Attack Skills and Study Skills, the student will be able to comprehend and interpret written material with which he has had some learning experience.

Objective II(B), Reading for meaning is in a somewhat familiar Content Area

The children entering the Skill Center to participate in the newspaper career area, "hands-on" experience, have already completed the "Newspaper Career" workbook.

They are now familiar with, and encouraged enough to attempt a "hands-on" experience of those things with which they are summarily familiar. Some have required additional guidance from the classroom teacher while others were able to complete the reading and writing tasks by themselves.

---

1. Robert Karlin, "Teaching Elementary Reading, Principles and Strategies", Harcourt Brace Jovanovich, Inc. 1971 Pg. 109

B. SKILL CENTER ACTIVITIES WHICH ARE READING RELATED

1. Methodology for Activities which are Reading related in the Skill Center Program.

A. Comprehension and Interpretation
   1. To be able to understand directions for operating a Polaroid Camera using graphic aids (pictures, boldface-type, and enumerated written directions).
   2. To actually produce photographs, through the use of the Polaroid camera, of fellow students working at tasks in the Skill Center.
   3. To be able to determine the different type styles used in the operation of an I.B.M. Selectric Typewriter.
   4. To write and type a news article which will accompany the photographs; using and extending the information and ideas learned from the Guided Occupational Orientation Program Newspaper Careers Study and the Skill Center Work Book.

B. Specific Reading Skills
   1. To be able to follow directions to a successful conclusion by the use of graphic aids, to draw conclusions, generalize and anticipate an outcome.
   2. To be able to interview their classmates regarding the careers they have chosen to do in the Skill Center using the knowledge they have gained on interviewing and reporting in the newspaper careers study.
   3. To be able to write, type and illustrate with photographs, a news article using knowledge gained from the Newspaper Careers Study and the Skill Center Work Book.

C. Study Skills
   1. To use the glossary pages of the Skill Center Work Book to gain pronunciation and word meaning.

The activities suggested in this methodology take place in the classroom just prior to the students' visit to the Skill Center, and also during the day and a half stay in the Center. The Skill Center Teacher and the regular Classroom Teacher are both present for both the classroom and Skill Center Sessions.

During the classroom session the children are rapidly led through the entire Skill Center Work Book so they might familiarize themselves with the materials available and how they will tie-in with any of the particular "career areas" of "clusters" they selected to study in more depth in the Skill Center.

II. Materials
   1. Polaroid Camera and film available in the Skill Center.
   2. Student Skill Center Work Book pages 19 thru 20b.
   3. Guided Occupational Orientation Career Study Booklets and accompaning materials(titles)1. Newspaper Careers
      2. Office Workers
   4. I.B.M. Selectric Typewriter available in the Skill Center.
   5. Duplicating material available in the school office and bulletin board space available in the school.

III. Developing Reading Vocabulary for Pages 19 thru 20b Skill Center Work Book (takes place in pre-Center Classroom)

A. Vocabulary to be mastered.
   1. Polaroid 2 focus 3. cook 4. shutter 5. lever 6. Selectric typewriter 7. typing element 8. type style 9. courier italic 10. gothic 11. orator 12. courier 13. key punch 14. script

1. Write the first five words on the chalk board.

2. The students should have no trouble in pronouncing the 5 vocabulary words from their background in phonics and their knowledge of word attack skills.
   a) Teacher may ask "How many one syllable words?" (cock)
   b) "How many words of more than one syllable can you find?" "How many syllables are there in each word?"
   Polaroid(3) focus(2) shutter(2) lever(2)

   "Now who can come to the board and divide them into syllables and place the accent mark?"
   Po/ la/ roid fo/ cus shut/ ter lev/ er

B. Teacher will take out the picture of the camera(Pg. 19) so the students may see it. By viewing the camera and by following the description of it in their Skill Center Wkbk the students then look up the meaning of the five vocabulary words in the Work Book Glossary.

This can be done as a large group written assignment, but it is preferable to do it as a small group oral activity, with the teacher providing comments on the cameras operation as the students procede with looking up the meanings.

IV. Motivated Silent Reading (takes place in pre-Center classroom session)

1. Teacher will now direct the students to read and do Skill Center Work Book page 19 to learn the operation of the camera.

V. Additional Pre- Center Classroom Session

1. The classroom teacher may now do a brief review of Newspaper Careers Study with the students, calling to mind the purpose and physical makeup of a news article and the job of a Reporter. (who, what, when, where, how, and why)
2. Skill Center Teacher then assigns page 20 of the Skill Center Work Book practice for going to the Center.

VI. Developing Reading Vocabulary for Pages 35 of Skill Van Work Book (takes place in pre-Center classroom session)

A. Vocabulary to be developed (see page 5 - Voc. 6 through 14)
   6. Selectric typewriter 7. typing element 8. type style
   9. courier italic 10. gothic
   11. orator 12. courier 13. key punch 14. script

1. Write words 6 through 14 on the chalkboard.
2. The students should have no trouble in pronouncing these 9 vocabulary words from their background in phonics, knowledge of word attack skills, and past experience in the Guided Occupational Orientation Career Study Booklet on Office Workers.

   Teacher asks who can pronounce the first word (Selectric typewriter).

   Then he asks the students to look up the word in the Work Book Glossary. The teacher calls on one student to read the word meaning to the group.

The teacher asks:"who can pronounce the second and third words"? ("typing element" and "type style"). Then he shows the picture of the element asking the class to look up the meaning of both terms. He calls on students to read from the Glossary. Now he has the children look at and closely examine the 6 different typing styles in the book(Pg. 20a).

At this time the teacher pronounces and describes the 6 typestyles (courier - italic - gothic - orator - courier - keypunch and script.)

VII. Motivated Silent Reading takes place in the pre-Center Classroom Session

1. Teacher will now direct the students to read and do page 20a of the Skill Center Work Book, with the exception of the first paragraph which will be done in the Center.

VIII. Skill Center Activities

1. Upon entering the Skill Center the students who have chosen to do the Class Room Newspaper will take the photographs of their classmates at work. They may use the camera operations directions found on page 20 of the work book to help them initially. The Skill Center Teacher will be available to assist those who need help getting started. Students whould do page 20 of Skill Center Work Book at this point for practice.
2. While in the Center students will interview their classmates regarding the career fields they have chosen and the actual work they are doing. They may use the interview sheet provided in the Newspaper Careers Study or prepare one of their own.
3. While in the Center students will do page 20a, the top aragraph, for typing practice on the Selectric Typewriter.
4. Students will write, edit, and proof read a galley proof for typing. Then they will retype their News Article.
5. They will illustrate their articles with the photographs they have taken in the Center.
6. The teacher will then have these duplicated in newspaper form for distribution to the whole school, (if such equipment is available in the school) or arrange for bulletin board space in school corridor or entrance for other student and parent viewing.

Conclusion

Although a bit removed from the actual basic reading, per se, a child may through the medium of this creative activity or more properly the experiential approach, evaluate what he sees, recording the facts in the capacity of his own literal vacabulary as he comprehends them, through the stimulation of seeing the successful project about to be completed, make the intellectual judgement that this could be improved upon just a little bit. This aspect of a reading skill would be approaching a degree of critical reading.

I am suggesting that going beyond those factors influencing comprehension(in addition to the basic learning skills leading up to this stage of development) the student, now familiar with word analysis, contextual and visual clues, and having created his own program, will succeed, which on the surface, appears to be beyond his graded, tested, ets., capacity.

GLOSSARY

cock(kŏk) - to push a lever or button until it gains and stays in a new position.

courier(ko͞or' ĭ ẽr) - type style used on elements of I.B.M. Selectric Typewriter.

courier italic(ko͞or' ĭ ẽr ĭ tăl' ĭk) - type style used on elements of I.B.M. Selectric Typewriter.

focus(fō' kŭs) - to adjust for perfect vision.

gothic(gŏth' ĭk) - type style used on I.B.M. Selectric Typewriter.

key punch(kē punch) - type style used on elements of I.B.M. Selectric Typewriter.

lever(lĕv' er) - a button used to cock the shutter of a camera in an open position so that a picture can be taken.

orator(ŏr' ă tẽr) - type style used on elements of I.B.M. Selectric Typewriter.

Polaroid - the brand name of the camera you will use to take photographs in the Skill Van.

script(skrĭpt) - type style used on elements of I.B.M. Selectric Typewriter.

Selectric Typewriter(sē lĕc' trik tīp rīt' ẽr) - brand name of the typewriter you will use in the Skill Van.

shutter(shŭt' ẽr) - a device on a camera for opening and closing to expose the film and take a photograph.

type style(tīp stīl). - the shape and size used to reproduce the letters of the alphabet for printing on an electric typewriter.

typing element(tīp' ĭng ĕl' ĕ mĕnt) - device used to change the type style on an electric typewriter.

PART VI - Section I

INDIVIDUALIZED CAREER STUDIES

The basis of the Individualized Career Studies is self-direction by the students. This is accomplished by two means:

1. Instructional Level: Blue - below grade level
   Yellow - Average
   Pink - above grade level

All three levels contain learning activities to meet the same objectives as spelled out in the "Teacher's Guides to the Career Studies", in the latter part of this section. The learning activities are tailored to meet the needs of the learner at each of the three instructional levels. The "ability" at each of these levels was determined by the teacher-author of the study and a reading specialist. The teacher prescribes the correct level (by color) of each child in his/her class.

2. Choice of Interest Areas: This choice is made by the student. Each student should choose three areas in which he/she is interested. The number of ICS's done by the child is left to the discretion of the teacher. If possible, three is the recommended number.

ICS's: Twenty one careers are written up as studies, each one done in three ability levels. An overview of the content of each has been written by the author of each study and is included in this manual. Please read each thoroughly to help guide the students in their selection of career studies. The writing team has also included a section on ideas to assist you in implementing each study in your classroom. Prerequisite skills, needed by the students (letter writing, outlining, etc.) are noted in this section.

Remember! It will be necessary for you to bring the Career Study order for your class to the Career Center on the day of your first visit to Franklin School. Additional studeis may be chosen after the class visits the Center. It is your decision as to:
   a. how many studies each child will undertake (we suggest three)
   b. the level of difficulty each will do.

The following features are standard in each Individualized Career Study:

1. Each study is prepared in three "editions", or ability levels, which are color coded as described above. All three editions have the same objectives however, the blue level depends more heavily on visually rather than verbally presented material. The pink, or more challenging editions, call for more independent work on the part of the student.

2. General Format - each study has four sections:

   a. Nature of Work - description of jobs in this family, duties, (this section usually is the largest).
   b. Requirements - a study of the physical and educational requirements of the main jobs in this area.
   c. Conditions - treats working conditions, location of job, etc.
   d. Advantages - describes earnings and, in some cases, the future of these jobs. In many studies this section utilizes math.

3. Learning Activities and Enrichment - each of the above four sections contains both:

   a. learning activities - fundamental to successful completion of the ICS. All students using the study should complete all learning activities.
   b. enrichment - contains activities related to jobs but not essential instruction. Enrichment activities give the opportunity for the teacher to further individualized instruction by assigning those activities which will best suit each child's style of learning.

CAREER STUDY KITS

Your classroom will have its own complete Career Study library for approximatly 3 weeks. All materials necessary for the Career Studies will be a foot-locker, with lock, and can easily be stored in your classroom. See page 11 for suggestions as to appointing student chairmen of inventory duty. Inventories should be done daily on the books, cassette tapes, cassett recorders, firmstrips, previewers, folders, electrical extensions, etc. All items must be checked out before the kit is reassigned to the next classroom.

4. Table of Contents page: The paragraph on this page is actually a rationale for the students. They should read this carefully and use it to help them determine their choice of areas to study.

5. Bibliography: Before starting and during the use of the career study, the student should become completely familiar with the use of the bibliography. Because he will be independently getting his own resource materials, he must be able to determine what they are.* The bibliographies list the following materials - all of which are in the Career Study Kit (in classroom),

   a. Books - mainly hard cover books, listed in standard form.

---

*Stress to the children that these books are necessary for them to proceed with the activities assigned to them in the Career studies.

Material in Folders

b. SRA Briefs - large folders found in the brown duo-tang folders. These contain stories related to each career, and each one has an accompanying cassette tape. This tape is to be listened to as the child reads the story. The back page contains pertinent facts used in learning activities.

c. Career Briefs
   Career Summaries
   Job Guides

d. D.O.T. Cards - Dictionary of Occupational Titles published by Sextant and Company. Kept in brown folders according to careers.

e. D.O.T. Cartoons - leaflets published

f. U.S. Government Occupational Outlook Bulletins

g. Reprints

AUDIO VISUAL MATERIAL

h. Cassette Tapes

i. Filmstrips

All of these resource materials should be explained to the class before they begin their independent work. Allow them time to look them over and ask questions.

It is essential that a careful inventory be made of all materials when received and again before they are returned. Notify the Career Center of any missing materials immediately.

6. Progress Sheet: Located in ICS after the pre-test. It serves the two-fold purpose of

   a. a guide to the ICS activities - the prescription sheet, and
   b. a form of record keeping for the teacher.

   NOTE: THIS YEAR THE PROGRESS SHEETS ARE NOT TO BE RETURNED TO THE CAREER CENTER.

   Activities are listed according to the four sections of each ICS; within each section is a description of each activity and the page on which it is located. Teachers can use this to assign work to be done on a certain day or for a series of days. There is another column, marked "done", in which to indicate if work is satisfactory and/or a grade. Students use these sheets to locate and keep track of work assigned. Teachers also can use this as a guide for AV required, or out of room activities such as field trips or interviews.

7. Glossary: Mainly job-related words unique to each career. Students should be encouraged to study this carefully before beginning the career study and to refer to it constantly during the learning activities. Teacher may want to design additional activities using the glossary.

8. Interview Sheet: Attached to the back of each career study. The main purpose of the study is to gain information, and the interview technique is a valuable method. All students should make use of this method, practice it in the classroom and be prepared to use it on field trips or with resource people. Please refer to the interview lesson in the Orientation Study Appendix.

OTHER ITEMS: (not necessarily in each study.)

Career Ladders
Charts, graphs
Field Trips

Career Ladders: These are graph like devices used to illustrate the job-family concept. Each study, whether it be about construction workers or school personnel, presents the family of workers involved, from unskilled up through the professional level. The career ladder relates these jobs in terms of education and income.

Field Trips: You will be advised by additional bulletins as to the standard field trip procedure. Again - the main purpose of the program is to get information about jobs, not products. The field trips should be planned and carried out to meet this objective. Children should be prepared by (a) knowing what information they are to seek, (b) know what method they are to use in acquiring this information, (c) having practiced these methods before the trip, and (d) knowing how they are to use this information when the trip is over. Further detail on these points:

a. information children are to seek - falls into the same four objectives that are the framework of the Career Studies, namely: nature of work and duties of the jobs observed, educational and physical requirements for these jobs, conditions and location of these jobs, advantages and future of these jobs. The standard interview sheet contains questions relating to these objectives. Students should be encouraged to expand upon these standard questions.
b. methods - interview (by whom? how many students at a time?); observation (checklists of facts needed should be prepared).
c. practice - before a field trip in which interviews are to be done, small groups should be organized with specific areas to be covered assigned to each group. Each group should have a spokesman (asks questions), a recorder (writes answers), timekeeper (responsible for moving the group on).
d. use of information - to share with the class, interview groups should be scheduled to report their findings orally, upon return from the trip. All those doing that particular career study should be aware that this is their opportunity to obtain any information they need.

CLASSROOM MANAGEMENT

There is no set formula for this. As with other phases of implementing this program, decisions are left to the individual teacher's judgement. How you set up and run the career studies will depend on you, your particular class, the amount of experience that both you and your students have had in in self-directied study. The teacher during this program should assume the role of a dirctor of activities. This will be easier to accomplish when:

a. teacher and students are thoroughly familiar with objectives, content and procedure for the career studies;
b. teacher prescribes correct instructional level for independent student progress and further refines the prescrition by careful choice of enrichment activities;
c. student choice of career studies is based on familiarily with their content;
d. students are ready to assume responsibility for their own progress. This can be determined only by the teacher. Students should be impressed with the fact that other than with purely subjective answers, they themselves will be responsible for checking their answers with the answer keys provided in the trunk, correcting their errors,and moving ahead upon satisfactory completion of each activity. It will be their responsibility to read instructions, locateh their resource materials, complete their tasks, score them and then proceed all at their own rate;
e. teacher should periodically (perhaps twice a week) review all Progress Sheets to see what AV materials are required for what students. Scheduling of recorders and previewers could well be very complicated. It is wise to have a list of other activities ready to take up the slack time a child will have while waiting for the use of AV equipment. Such activities could be from the Enrichment section, or general classroom activities such as spelling assignments, peer tutoring, and designing of new activities by the students themselves. The important thing is that these "busy work" suggestions be ready ahead of time;
f. students should be assigned responsibility for daily inventories of all resource material. There should be a "chairperson" appointed for each of the following inventories:
    1) books
    2) folders
    3) tapes
    4) recotders, headsets and previewers
    5) filmstrips
    6) answer keys

These materials should be inventoried by each chairperson each day. Loss of any materials should be reported immediately to the Career Center, extension 358.

Inventory lists for checking resource trunk contents are provided in the lid of each trunk.

PART VII

TEACHER'S GUIDE FOR CAREER STUDIES

AIRPORT WORKERS

Teacher's Guide

The Airport Workers study is about the different jobs connected with the running of an airport.

A large group of employment opportunities is covered here. It is intended to be done by those students who feel that they may venture into this area of employment. Like the others it is divided into three reading levels. All levels are challenging.*

The study follows the same plan as the others which you have done. The first part is concerned with the Nature of Work. It contains many learning activities which expose the student to the numerous airport jobs and the duties involved in each.

The second phase of the study is conceived with the educational requirements needed in these jobs. The concentration here is placed on school and the subjects one should study.

Phase three informs the student of some of the different working conditions he may encounter, whether he will work indoors or outdoors and some of the safety precautions needed to be taken.

The fourth and final phase informs him of the advantages of the different jobs. It gives a salary chart and enables the student to find out the different salaries for the different jobs.

The student should obtain a sufficient amount of knowledge about airports when he completes this study to know whether or not to pursue his interests in the field.

Suggestions for Implementing and Teaching

The teacher should initially introduce Airport Workers in a general way. The children should look through the study and be aware of the length of the study, the different activities which are to be done, and the kind of resource material that is available to them.

It is essential that the teacher review or teach the class how to use the glossary. Many of the activities are dependent upon knowledge of the words listed in it.

The learning activities stress skill in the following areas:

1. Reading Comprehension
2. Outlining
3. True-False
4. Matching
5. Multiple choice
6. Completion
7. Some mathematics in Phase 4

It is hoped that the student will apply these skills which he has learned in class to the completion of this Career Study.

*Not recommended for poor readers

PEOPLE WHO WORK WITH ANIMALS

Teacher's Guide

This study is one of the easier studies to complete. There is only one filmstrip for this study which deals with animal care. Introduced in this study are the veterinarian, pet store worker, zoo keeper, zoo director, dairy farmer, poultry farmer, and fur farmer.

Many of the resources, especially the pamphlet, "How to Live With a Neurotic Dog" are amusing and enjoyable. If the children are careful to follow the directions, they should have no difficulty with this study.

Suggestions for Teaching and Implementing

Looking for details is one skill that is used frequently in this study. Children are required to read a book or pamphlet and then to list their answers to a question.

Most of the enrichment activities can be completed in class. If the children choose to make a bird feeder, it can be completed during the Skills Program. A visit to a pet store is an out of class activity that children can do on their own. Other activities include making an animal cage from a shoe-box, making a scrapbook of animals (this could be given to a primary class afterwards), and writing a story. The pink level is given a crossword puzzle to do.

All SRA material has been taped for the children to listen to as they read the stories. All material except for filmstrips and books are in the folder.

AUTO WORKERS

Teacher's Guide

This career study begins with the examination of the various jobs in the automotive industry. Throughout the study in all levels, the occupations of Gas Station Attendant, Auto Mechanic, Car Washer, Auto Body Repairman, and Automotive Brakeman are studied in more depth. The filmstrip Working With Cars is used as an inrroduction to the study.

The study also examines the nature of work by using such filmstrips as Changing a Flat Tire and using such books as Automobiles-- How They Work.

The rest of the study includes the conditions, requirements, and advantages of the jobs in this study.

The Blue Career Study is quite easy and short with the directions being fairly explicit about where material may be found.

The Yellow Career Study introduces the student to the concepts of vocational or technical schools and on-the-job training. This study also includes some vocabulary and alphabetizing not found in the blue study.

The Pink Career Study has even more language development such as unscrambling words and reading facts from a newspaper and putting them in outline form.

For all three levels this study should be relatively simple and be accomplished without too much difficulty.

Suggestions for Teaching and Implementing

The natural interest most boys express in cars and mechanical skills can be capitalized on through use of car ads in magazines, collections of toy cars, or drawings that the children can make.

As in all the career studies, the entire study should be looked over thoroughly, including the material available. Emphasis should be placed on familiarizing the pupil with the glossary, and the careful reading of the assigned material.

A visit to a garage or vocational school mechanics department would be most helpful in the development of this study. The Career Center will try to arrange this type of field trips.

The inspection sticker is mentioned in this study, so the teacher might be prepared to answer any questions concerning car inspection or let the children examine a car inspection sticker.

Since many of these studies require children to find facts from resource materials independently, the teacher should spend time developing techniques for this type of learning.

PEOPLE WHO WORK IN CONSERVATION

Teacher's Guide

This study introduces the term "Conservation" to all three levels, including the jobs of the forester, soil conservationists, and wildlife conservationists. The True Book of Conservatior would help the teacher in establishing a background for this study.

Included in the first section are filmstrips about the paper industry and the many jobs offered by it. (Some of the words may be difficult but most are defined in the glossary.) Also included is a list of job titles and descriptions which have to be filled in.

The last part deals with salary and other advantages requiring the children to complete graphs.

Many enrichment activities are suggested that can be begun in class and completed during the Skills Program.

The study may tend to be difficult because of the vocabulary in the filmstrips. Serious, interested students should find this study fun. If the student is more interested in animals, he should be referred to the animal study.

Suggestions for Teaching and Implementing

The teacher should stress the use of the goossary before children begin. Many terms that are difficult in filmstrips must be defined.

The following items must be understood before the students begin the study:

1. What is a planter box?
2. What is a green house?
3. What are relief maps?
4. What is a collage?

These crafts are part of the enrichment activities.

Children should know that all information about requirements is in the folder. They will have to read and listen to tapes from the S.R.A. briefs, dependent on their need for information.

Bar graphs are used to compare salaries, therefore, the making and interpreting of a bar graph should be taught.

COSMETOLOGY

Teacher's Guide

This study presents a make-believe walk through a beauty salon and introduces the student to the many career opportunities to both men and women in this field. This Career being one with great appeal to students, it is important that they realize the wealth of opportunities and the flexibility of hours, part-time employment, etc., that is in the cosmetology business.

Many enrichment activities are suggested that will be particularly enjoyable to the students. Please remember that these enrichment activities are optional and at the discretion of the teacher.

Suggestions for Teaching and Implementing

Mr. Charles Money, in the Beauty School at Central Tech, is anxious to work with this program. By calling him, it is possible for you to have his senior Cosmetology students visit your classroom and put on demonstrations, or to arrange visits by your students to his beauty school at Central to have their hair done.

FASHION AND CLOTHING CAREERS

Teacher's Guide

The Fashion Career Study begins with an introduction to the many jobs that are to be found in the fashion world, and continues with vocabulary unique

A filmstrip "Manufacturing Clothing" and several books give an overview of how a garment is made from start to finish. In the pink and yellow study, the pupil learns a bit of the history of the development and use of clothes from ancient to modern times.

Next there is a series of activities designed to identify job title with job descriptions and each of the 3 levels examine the job of a dressmaker, model, and designer in some depth.

The rest of the study is devoted to the conditions, requirements, and advantages of various jobs. Included in the last section are table (blue) and graph reading (yellow and pink) with related math exercises.

The blue study is fairly easy and should present no problem to a slower student. The yellow study requires quite a bit of reading and finding facts, but the study is quite precise about the location of the answers. The pink study is relatively difficult and would require a student with real interest and diligence.

Suggestions for Teaching and Implementing

Children, especially girls, are interested in clothes and the teacher can introduce this study by capitalizing on that interest by bringing in teen fashion magazine, swatches of fabric, etc.

The student who does this study should be encouraged to acquaint themselves with the entire study, the glossary, and all the material available before beginning.

This study especially lends itself to working in groups, but it should be stressed that books and pamphlets required in the activities be read thoroughly, carefully noting titles and page numbers.

Since modeling is a very limited career field, good grooming is stressed in the blue and yellow study rather than job description. Here the teacher may use the 6th grade health book or other material to present ideas on grooming.

The enrichment activities call for a field trip and interview with a department store worker in the clothing section, but if this is not possible, the teacher might invite an attractive girl to the class to share her ideas on clothes and grooming.

One of the enrichment activities call for the planning and giving of a fashion show. This might be included in the skill phase of the program, when the class does the restaurant project, under the heading"Fashions at Luncheon."

FIREFIGHTERS

Teacher's Guide

Notice the word, "Firefighters," because of women's lib they are no longer called "Firemen." However, many of the books were printed before this movement became so active, therefore, the term "firemen" is used in titles and in book content. Nevertheless, the new term is preferred.

This study covers service careers under government control with the advantages of job security, paid vacations, hospitalization, and requiring less than college schooling.

Through the use of SRA Briefs, Tapes, Career Briefs and Summaries. The many job titles listed are described as to Nature of Work, Requirements, Conditions and Advantages.

Problem solving bar graphs, career ladders, letter writing and dictionary work are activities included in this study.

Terminology found only in firefighter careers is brought to the attention of the student.

The levels of this career study are written in a concise manner easily followed if directions are carefully read.

This study would be considered average - not too difficult nor too easy.

Suggestions for Teaching and Implementing

1. Letter writing is an activity that should be reviewed before the student begins work on this study.
2. He will meet the term "Career Ladder" which may need explaining.
3. Bar graphs are included in the yellow and pink level of this study. Children may not have worked with graphs at the time this study is implemented in your school. Refer to pages 6 - 8 in Section A of this manual for a sample lesson on bar graphs.
4. In the pink and yellow career study the children have to make a time line. This activity may be new to them and may need some teacher's guidance.
5. The use of the glossary needs to be stressed.
6. As an enrichment one of the children may wish to invite the firefighters who inspect the school to visit and speak to the class. These men are anxious to have the opportunity to talk with the children.
7. In the pink level, page 2, the following job titles could be listed:

    1. Hooksie
    2. Smoke eater
    3. Watchman
    4. Patrollo
    5. Inspector
    6. Volunteer Firemen
    7. Smoke Jumper

HEALTH CAREERS

Teacher's Guide

IMPORTANT Many of the same resource materials are used in both the Hospital and Health Careers studies. Children should be cautioned to check both folders for these materials and to see that each is returned to its proper place.

Health Careers is such a tremendous field it was necessary to limit this study to those positions considered most common as nurse, pharmacist, aides, public health nurse, etc.

Through filmstrips; books, pamphlets and cards,the duties, educational and personal requirements, working conditions and advantages of careers in the Health field are explored.

This is not a difficult study for each level but it is a very thorough one and is longer than some of the other career studies. However, it covers such important services through use of many tapes and interesting activities. The length of the study should not be a deterrent to choosing it.

Suggestions for Teaching and Implementing

1. All SRA Briefs are taped for the non-readers. These may be used by all the students.
2. Use of the bibliography is most important as often the children are referred to the bibliography for titles of books, pamphlets, etc. to be used in an activity. A lesson on this may be needed.
3. Emphasize the importance of reading directions so the student gives the exact information asked for as, one filmstrip, four duties, etc. Often books are to be completely read. These will be easy reading.
4. Outlining is an activity in this study. The format of an outline may have to be reviewed before children doing the pink or yellow level can complete the study.
5. Writing letters may have to be reviewed before this study is begun.
6. Math problems involving adding, subtracting and multiplying are included in this study.
7. A career ladder appears in the pink level. The term career ladder may need defining.
8. Skimming is mentioned as an activity in the pink study. This work may also need defining.

CAREERS IN HEAVY CONSTRUCTION

Teacher's Guide

This study acquaints the pupil to the many people who work together to build bridges, dams, and large buildings. The job opportunities in this field of heavy construction are numerous.

In the nature of work, the pupil is introduced to the three different groups of workers found in this field. Under professionals he studies briefly the surveyor, architect, civil engineer, and draftsman. Carpenters, structural iron-workers, bricklayers and machine operators are met under the section involving skilled and semi-skilled workers. Unskilled workers make up the last group. These are the construction laborers.

In the next part, the pupil looks for the qualifications of various jobs in the field. Special stress is given to the training and the type of personality each worker must have.

The last two sections cover the conditons and advantages of a job in this field. Graphs, charts and a pupils knowledge and research are used.

This study presents a good overview of the many jobs available in the field of heavy construction for each level readers. Naturally, the blue level is shorter and requires less than the yellow or pink levels.

Suggestions for Teaching and Implementing

This study could be introduced in many different ways. Boys and girls, on their way to school often pass many building sites. A discussion about the number of men and the kinds of machinery they see on these sites, could introduce the unit. The book Come to Work with Us in House Construction contains poems about the many available jobs in the construction field. A game of "Who Am I" using these poems would be an enjoyable way to introduce the unit. The filmstrip Heavy Equipment Operators could also be used.

The glossary contains many words they will meet in the study. Be sure to have the pupils look it over carefully. Have them also look over the booklet to see the many activities and materials they will use.

In this booklet, there are many activities. The SRA Briefs are used as sources for requirements, conditions and advantages. There are also two tapes with filmstrips to use.

The pupils are introduced to the symbols an architect uses. They are then asked to make their own blueprints of specific places. The highest group is also asked to use Encyclopedias for information.

HOSPITAL CAREERS

Teacher's Guide

Hospital Careers opposed to Health Careers stresses only those positions connected with hospitals. Students believe these to be nurses and doctors, not realizing the many employees it takes to run this tremendous enterprise.

With this in mind, activities have been included from candy striper to doctor to show students that one can start in this field with little education then through desire and continued education can climb up the career ladder as far as they wish to go.

New filmstrips, books and pamphlets describe the duties, educational and personal requirements, working conditions and advantages of careers in a hospital community.

The study introduces the concept of the "hospital team", (workers who deal directly with the patient) as well as the behind the scenes workers who are necessary to both the patient and the team.

The study is not a difficult one but presents job titles which will be new to most students.

Suggestions for Teaching and Implementing

IMPORTANT - Many of the same resource materials for this study are used in both the hospital and health careers studies. Children should be cautioned to check both brown folders for these materials and to see that each is returned to its proper place.

Have the children look through the study before starting so they are aware of the content and the activities required. It is important that they become familiar with the glossary and the materials in the brown folder.

Children should be prepared for independent use of the resource material listed in the bibliography.

The importance of "reading and following directions" cannot be stressed too much. It will be an additional help to the children if they are taught to

1- first survey the questions they are to find the answers to.
2- read to find the answers. Most of the exercises call for specific information - one title, three duties, etc.

Enrichment activities include drawing pictures, making sample booklets, making paper murse caps,etc.

One of the activities is to interview the school nurse or health clerk. She is a valuable resource person who can contribute a great deal to the depth of the study. She should be encouraged to work with the students, especially in the section "Requirements

To acquaint the children with the hospital facitities in the Syracuse area, the use of the yellow pages in the phone book is required.

Most children have had some exposure to hospital experience and could relate it orally. This would enrich the study for himself and the entire class.

The yellow and pink levels are given the opportunity to construct their own crossword puzzle and will need graph paper to do so.

Charts are used in the fourth section, "Advantages." The materials needed for these charts are specified in each case.

Skimming is used as a learning activity throughout the study It is a technique that needs to be encouraged as the children search through the material for their answers.

CAREERS IN HOUSE CONSTRUCTION

Teachers Guide

This is a very thorough Career Study identifying the many workers involved in house building. The workers are divided into the following categories:

a. Professional - architects, surveyors, draftsmen
b. Skilled - electricians, plumbers, roofers, etc.
c. Semi-skilled and unskilled laborers discussed briefly

There is an abundance of material written into the study such as filmstrips and books which provide the basis for many activities

The entire study, though lengthy, is very precise and explicit and should present no difficulty to any type of student.

Suggestions for Teaching and Implementing

The pupils doing this study should first of all look over the abundance of material available in the kit. They should carefully examine the booklet itself and the glossary. There are many illustrations that encourage discussion on the duties and materials used in the career field.

A trip to a building site for a house would be an excellent activity. Pupils could interview the workers; perhaps a parent of one of the students who works in this field could serve as a resource person.

The glossary should be stressed as a useful tool provided to help understand and do the study.

NEWSPAPER CAREERS

Teachers Guide

The career study "Newspaper Careers" provides the student with a good understanding of the people and work involved in the puttin together of a newspaper.

The Career Studies are divided into three levels with each level containing four sections.

The blue career study is relatively easy. The nature of work section, as in all levels, introduces vocabulary related to the newspaper industry. Contained in this section are job description and a fairly good audio-visual presentation on just how a paper is put together.

The requirement is basically the same for all levels although higher levels of reading and writing skills are needed for the amount of training and education for a particular job is covered.

The conditions section concerns itself with what it is like to work at a particular job at a newspaper. Whether it is indoors or outdoors, working alone or with others, etc. Similar materials ar covered at all levels, but the depth is much greater in the yellow and pink studies.

The last section deals with advantages of working in the newspaper industry. Covered in this section are such things as salary, unions, fringe benefits and what the future holds for a particular position. Basic material covered is again similiar, but the enrichment materials in the yellow, and particularly the pink study, require a high level of reading and writing skill.

NOTE: One enrichment activity directs the student to imitate a reporter by taking notes and writing them up in story form. This may require extra guidance from the teacher.

OFFICE WORKERS

Teacher's Guide

The Office Workers Career Study provides the student with a basic background of information concerning what it would be like to work in an office.

All three levels (blue, yellow, pink) are not overly difficult or lengthy, Each, however, introduces to the student what is needed to be developed now in reference to education and personal traits and attitudes if he or she wishes to enter a position in an office.

The only real difference between the three levels involves the fact that the yellow and, particularly, the pink studies require higher levels of reading and writing skills than the blue study. The yellow and pink studies also touch upon a larger number of jobs found within an office.

The teacher, as in all the career studies, should discuss with the studenst the fact that attendance, personal traits, and attitudes, and academic progress at the present time will most likely have a direct bearing on the gaining of employment in the future.

POLICE CAREERS

Teacher's Guide

This is a good study for those pupils who are interested in becoming policemen. In it, the pupil becomes familiar with the various kinds of policemen. They also see the different tools needed by policemen and have an opportunity to meet the language in this field are easily understood. The advantages are shown on a career ladder.

The blue level of this study is very easy to follow. The book "About Policemen" is written in such a way that the information needed can easily be obtained. The yellow and pink are equally as interesting and contain activities that will challange the reader of each level.

Suggestions for Teaching and Implementing

This study can easily be introduced through a discussion about Policemen. In the yellow and blue studies there is a letter to an editor that could be read to the class. There are two filmstrips that could be shown on the training and duties of a policeman. Articles found in the daily newspaper on crimes and other events could also be used.

A trip to the Public Safety Building would be an excellent activity to include. Arrangements can be made through Captain Donahue's office at the Public Safety Building. If you would prefer, a policeman to visit your classroom, please use the letter in the field trip packet. Pupils could interview the school crossing guards.

In both the yellow and pink studies there are activities on the history of policemen and information about policemen around the world. Pictures and bulletin boards can be made from this information.

Essential to the introduction of this study, is a careful examination of the study itself and the glossary. There are many illustrations that encourage discussion on the duties and materials used in this career field.

The pupils should read the prescribed book thoroughly. Besides these, the book "West Side Cop" is recommended for the pink level.

This study involves the protection and safety of each of us in our daily lives. The idea of obedience to laws both inside the classroom and outside should be stressed.

POSTAL CAREERS

Teacher's Guide

This study is about careers connected with the post office. The greatest emphasis is placed on careers requiring less than or a high school education to stress that one can attain a job future without having a college education. Because of this, most activities center around mail handlers, window clerks, distribution clerks, mail carriers, and parcel post delivery men. The service to society is also included in this study.

A filmstrip entitled "The Post Office and Its Workers" introduces the three levels of this career study to arouse interest in the many postal positions available.

Books play a very important part in the activiites of this study. Hopefully, children will read these books when time permits.

Math questions, writing a complete sentence, alphabetical order, filling in blanks, working with a career ladder are some of the activities included in this career study.

Each level includes a glossary of words used in this study. The postal study is not too difficult for all levels. Directions are easily understood.

A visit from the mail carrier who delivers the school mail is an excellent method of stimulating interest in this study. He will give the teacher the number to call to arrange this visit.

If a field trip to the Post Office is arranged, have each child take with him a letter and envelope addressed to himself. Then he can watch each process a letter goes through before it is delivered to his home.

Suggestions for Teaching and Implementing

Becuase use of books is one of the main activities in this study emphasis on following directions, carefully reading titles and page numbers should be brought to the pupil's attention.

Whenever SRA Briefs are used in an activity a tape of the SRA Brief has been made to be used by the non-readers. Children working on all three levels may use and enjoy these tapes.

Each level has a glossary included pertaining to words used in the particular Career Study. A discussion of the purpose of a glossary will help the child see its value and avoid the teacher's necessity to explain the meaning of a word.

As more enrichment children could illustrate a trip to the post office, a mail carrier in uniform with bag, cap, etc., a booklet or whatever proves most interesting to them.

RESTAURANT CAREERS

Teacher's Guide

This study explores many jobs in the restaurant field, but most of the activities center around the duties of a waitress.

The study begins with a filmstrip introducing various occupations in this field. From here the pupil examines the five categories of people who deal in food services in general.

Using the many materials available, the pupil will learn through different activities some of the jobs and the work involved in each. Included in the first section of the study will be found an activitiy sheet entitled Lou's Quick Lunch. The purpose of this exercise is to provide children with learning to read menus, figuring the cost of several items, etc.

The last part of the study deals with the educational and personal requirements, the many types and kinds of restaurants, and the advantages and pay scale of the various jobs.

The study should not provide too much difficulty for any of the three levels as there is much material available. The blue level is very concrete and directs the pupil to the specific material Both yellow and pink require more initiative in finding and listing items, the pink naturally demanding more than the yellow.

Suggestions for Teaching and Implementing

To introduce this study, the teacher could draw on the children's experience in eating in restaurants. The filmstrip "Job Opportunities in a Restaurant" gives an introduction to the various careers to be found.

Have the children look through the study before starting, so that they are aware of the content and the activities required. Be sure they particulary read over the glossary and look over the brown folder containing the material.

The enrichment activities suggest interviews with a restaurant worker. This could be handled by having one student interview a worker and sharing his findings with the class or taking groups of children to lunch, having each pay his own way. Perhaps a waitress can come to your classroom to be interviewed.

To acquaint the children with the many types of restaurants, the phone book and a newspaper are required. Perhaps the children could relate orally their experiences in different types of restaurants.

The enrichment activities include planning a meal, serving it, etc. This activity lends itself very well to the Skills Phase program whereby the pupils doing this study could actually execute the planning and carrying out of the Restaurant when this part of the program is in your school.

SCHOOL WORKERS

Teacher's Guide

The Career Study in School Workers was designed to show the many job opportunities there are in the education community, such as maintenance men, teacher aides, teachers, librarians, athletic coaches, health workers and administrators.

The study begins with a filmstrip introducing these occupations. From here the pupil investigates these fields in greater depth. A field trip to the Board of Education is included as an enrichment activity. Educational requirements for workers unskilled up through the professional levels are dealt with in the section "Conditions of Work." The number of fields the child studies is determined by the color of the study he is doing. Here the format of the study varies from the others in that the learning activities do not relate only to conditions of work, but rather encompass all facts about that career. This is necessary due to the enormous amount of material that is related to jobs in the school workers field. You will find also, the learning and enrichment activities for each field are located together for the sake of continuity.

Although the study is lengthy, the child is given a choice of activities to follow within it...as indicated on the Progress Sheets

No learning activities are given in the section "Advantages", as these had been covered in the previous section.

Suggestions for Teaching and Implementing

The filmstrip provides a good introduction. Children are familiar with the positions described and are usually quite interested in finding more information as directed.

The use of charts to obtain information is included in all levels. Students may need extra help in understanding the job titles and terms used in these.

Resource people within your buildings should be utilized as much as possible. It is an excellent opportunity for students to conduct interviews with these people.

Refer to Page 7 of the manual for instructions on planning field trips. Also, refer to the field trip packet.

IMPORTANT: DO NOT undertake field trip to the Central Office until you have read and carried out the preparatory steps as outlined on the special instructions in the field trip packet.

STORE WORKERS

Teacher's Guide

The career study on Store Workers was written with a very definate purpose in mind - to show the many job opportunities there are in the retail field. Emphasis was put on the many positions requiring a "high school or less" education. However, with a high school diploma one can attain a certain high standard in the employment field.

By the use of filmstrips, tapes, briefs, etc., the student discovers positions such as stock clerk, interior designer, display worker, comparison shopper and many more. Some of these job titles are familiar to the pupil while others are very unusual and should arouse a degree of curiosity as he works through the Career Study.

Cooperation, enjoyment of working with others, a desire to please others are all brought out in this Career Study. It is not too difficult, so it should not require a long time to complete.

Suggestions for Teaching and Implementing

1. SRA Briefs have been taped for non-readers. These should be made available to all the students working on this study.
2. The reading of graphs should be reviewed if this activity has not been covered in Math. (Bar graphs specifically,)
3. A discussion of what a career ladder is, what is found on it, why it's a good way to show information may help the students in completing such an activity.
4. This study affords an excellent opportunity to reach out into the neighboring community for store owners, clerks people from home who work for stores,to come in and speak to the students.
5. Letter writing,especially thank you letters, will be used as an activity and may need reviewing.
6. A walk through a shopping center or neighborhood to become aware of the different kinds of stores should prove both interesting and informative.
7. This would lead to interesting activities such as making a model neighborhood from construction paper, drawing scale models of stores (pink) or just paintings or drawings of what was seen on this walk.

NOTE: In this one instance, a combination of the yellow and pink levels would provide a comprehensive picture of jobs in the retail field. The activities that overlap are few and most students would benefit from the use of both levels.

TELEPHONE WORKERS

Teacher's Guide

The yellow career study is average in length and includes enough vocabulary work to enable most students to learn about the various jobs in the telephone industry. There are activities in which the student is gradually led to learn what different job titles describe

The requirement section discusses the education and training necessary for a particular job. The conditions section tells what the job will be like ------- working alone or with others, outdoors or indoors, etc. The advantages section deals with salary, fringe benefits, and the future of a particular job.

The pink career study is somewhat difficult and long but provides for a really in-depth study of almost every job at the telephone company. A high level of reading and writing skill is required for this study. This career study also has work within it which will be presented to the class when the student has concluded the study.

The job family presented here is quite limited as far as the real scope of jobs in this type of career area; however, the study is designed mainly to show the variety of work available in this field.....inside work, outside work, switchboard, mechanical, and executive.

The blue version of Telephone Workers is easy for students to complete.

CAREERS IN TRANSPORTATION

Teacher's Guide

This is a study of some of the jobs available in the world of transportation. Because this is such a vast field to cover, only a few jobs are stressed in depth.

The first section of this study begins with a brief explanation and history of transportation. It is hoped that the pupil will understand that man has always been concerned with the moving of people and things from one place to another.

In the next section, jobs in the field of transportation are broken down into four major areas. These areas are:

1. Drivers, i.e. busdriver, taxi driver, ship's captain
2. Loaders, i.e. fork lift operator, winch operator
3. Planners, i.e. supervisor, dispatcher, salesman, traffic manager
4. Helper of people, i.e. stewardess, chef, ticket salesman

Under requirements, the pupil is asked to study one, two, or three jobs, according to his level. The jobs of busdriver, power truck driver, and shipping and receiving clerk are those he can choose from.

In the remaining parts, explanations for the jobs of routeman, taxi driver, and long-distance truck drivers are given. Charts and a graph show the salary scale of jobs in the world of transportatio

This is a good study for those interested in being a busdriver or truck driver. The blue level is a little difficult, but those choosing it will be able to answer the questions if they follow the directions closely. These directions guide them, almost word for word, to the correct answers. The wide range of activities and resources should make it interesting for the yellow and pink levels.

Suggestions for Teaching and Implementing

There are several ways a teacher can introduce this study to those interested. The filmstrip "Transportation and Transportation Workers" could be used. The pupils interested could take a walk around the neighborhood, especially if it is near a major street, and make a list of the modes of transportation they see on their walk. A story could be written about "How French Perfume Came to Our House" or "How Danish Bacon Got to Our Table."

Before a pupil begins this study he should look over the booklet carefully. He should take time to read the glossary and become familiar with the new words he will meet. He should also look through the booklet to see the various jobs studied in depth.

The interview tapes of a taxi driver and a shipping and receiving clerk should be listened to carefully. There are answers to be given after each tape according to level.

(Cont'd on next page)

Pupils should be encouraged to interview a bus driver or a truck driver. Perhaps arrangements could be made for the school bus driver to come in and talk to the class. A round trip on a city bus would provide a good opportunity for them to see the duties of a bus driver. A trip to a local trucking terminal would also be good to see the way trucks are loaded.

Pupils are encouraged to use newspapers to find out about available jobs in the field of transportation.

TV AND RADIO CAREERS

Teacher's Guide

This job family includes many communication workers including those in the business office, those who sell program time (to advertisers) the equipment technicians, the newscasters and announcers, and the production workers.

Activities include finding information in some very interesting and clever types of resource materials. The tasks are of the type that will sustain the student's interest and give him a real taste of what Radio and TV work involves.

The three colors of this study vary only in the degree of challenge presented by the activities.

Suggestions for Teaching and Implementing

A field trip to a radio-tv station would be an excellent way of capitalizing on all the learning activities in this study. Also, there is a special program in the Skill Trainer Van that gives students an opportunity to prepare a radio show.

6th Grade

2. Occupational Clusters

Student Book

C

OCCUPATIONAL CLUSTERS

Student Activity Booklet

LIFE CENTERED CURRICULUM
Syracuse City School District

OCCUPATIONAL CLUSTERS
Student Activity Booklet

Table of Contents

Topic: Page:

A. The Labor Field -- 1

B. Labor Laws, Wages, and Unions ------------------------ 6

C. Job Applications ------------------------------------ 9

D. Job Interviews -------------------------------------- 11

E. On-the-Job Training --------------------------------- 17

F. Social Security ------------------------------------- 20

Glossary

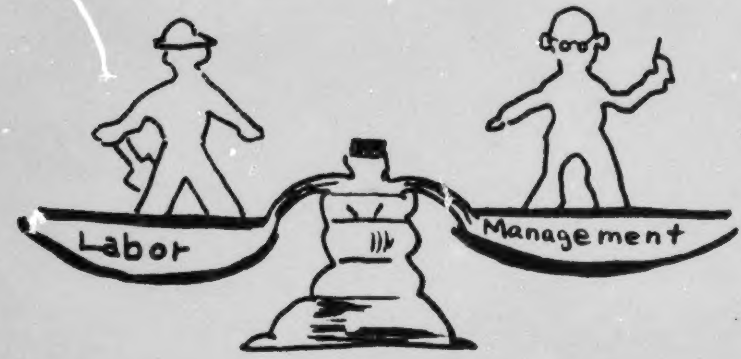
LABOR

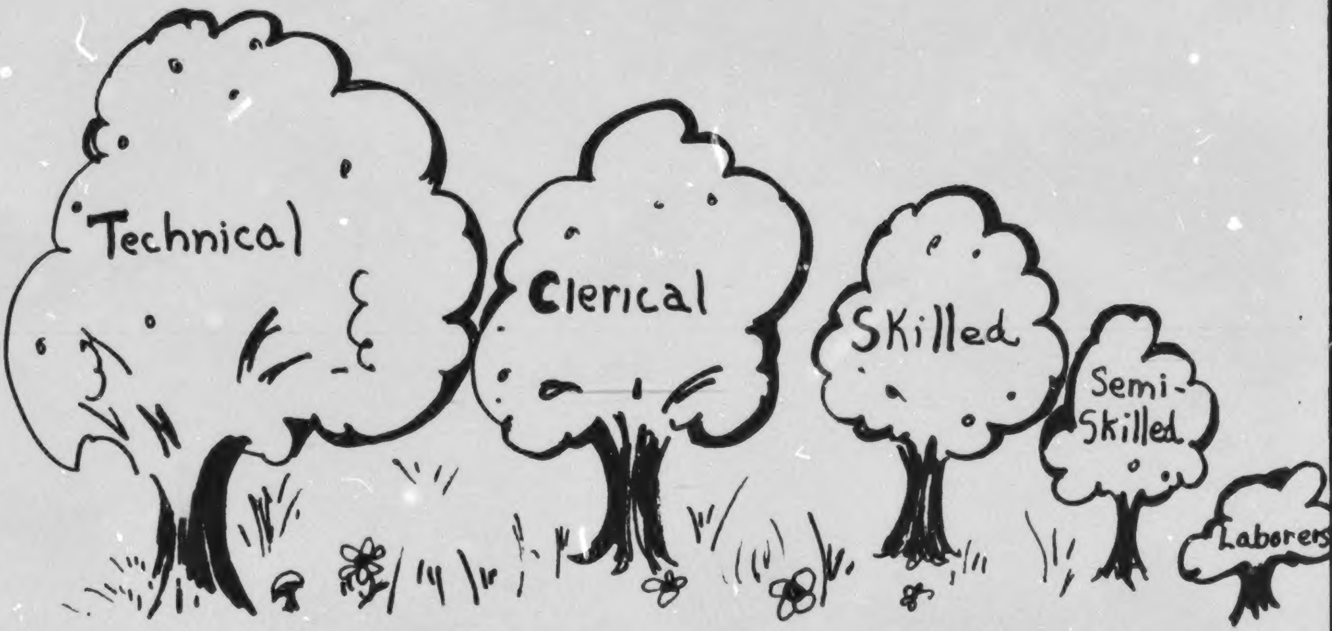
Labor: The word "labor" has several meanings. In the World of Work, "labor" means working people. Almost everyone in the world works to earn money to support himself and his family. See if you can fill in the blank:

> Soldiers and sailors make up the Armed Forces; "workers" in our society are called the L________ force.

In this study you will learn that people are paid by the hour, the week, or the year. In most cases, labor groups are made up of people paid by the hour or week. Those paid by the year are usually in another group called "professional" or "management". Ask your teacher if your class can discuss these terms: labor....management.

How are they different?
Should one be stronger? Why?
Are there more in one group or the other?
What group would you want to be in? Why?





This picture may look like a forest of trees to you but it is really a picture of the LABOR FIELD. The "trees" show you the types of jobs in that field.

It is a picture that tells you in which field most jobs are going to be, and how fast those fields are growing. Let's study each of them

TECHNICAL

People in the technical field run and repair machines.

This field is growing the fastest of all. As a matter of fact, it is thought the field will double in fifteen years.

Special training is needed. Where? In trade schools, vocational schools, on-the-job training, or apprenticeship programs.

NOW DO THE FOLLOWING:

1. People in the technical field ___________________ and ___________________ machines.
2. The ______________________ field is the fastest growing in the labor field.
3. ________________________ training is needed for jobs in the technical field.

CLERICAL

People in this field keep records, type letters, file papers, and use office machines.

NOW DO THE FOLLOWING:

1. If you look at our picture of the labor field, you will see that this is the (first, second) ________________ fastest growing group.
2. Clerical workers keep ________________, ________________ letters, ____________________ papers and use office ________________________.

SKILLED

People in this field are highly trained in a special skill. For example - carpenters, plumbers, mechanics, and electricians. The job outlook for these workers is good. There is a chance of advancement in this field as well as good money and security.

NOW DO THE FOLLOWING

1. Skilled workers are __________________ trained in a ____________________ skill.
2. Three good things about being a skilled worker are:
   a. chance of _________________,
   b. good ____________________, and
   c. __________________________.

SEMI-SKILLED

This kind of worker has received less training than a skilled worker. His work is not as difficult and he does not have as much responsibility. Accordingly, a semi-skilled worker receives less pay than a skilled worker.

Machines have taken the jobs of many semi-skilled workers. That is why this labor "field" is not as large as the others.

NOW DO THE FOLLOWING:

Put T for true or F for false in front of these statements.

___1. Semi-skilled workers receive less training than skilled workers.

___2. Semi-skilled workers receive more pay than skilled workers.

___3. This labor field is larger than that of skilled workers.

___4. Machines have replaced many semi-skilled workers.

LABORERS

The laborers group of workers is becoming smaller every year. These jobs require no training or skill and are constantly being replaced by machines. Examples of this type of work are: ditch-diggers, stock clerks, lifting and carrying packages.

NOW DO THE FOLLOWING:

1. The laborers group of workers is the (smallest, largest) ____________________ in the field.
2. These jobs require ______________ training or skill.
3. Many of these jobs have been replaced by ______________.

OTHER TYPES OF JOBS

Management

This is the group of people who manage or run any business. Some of their duties are to organize the work, buy the raw materials, find the workers, and sell the products. These jobs usually require years of education and experience.

As business grows and expands, more management help is needed, so this job field stays steady in its size. Many businesses and industries provide their own management training.

NOW DO THE FOLLOWING:

Put T for true or F for false in front of the following statements.

___1. Management jobs usually require education and experience.

___2. Management is the word used to describe people who run a business or industry.

___3. Management finds the workers.

___4. The management field is growing smaller.

___5. Management training is only available in a trade school.

Sales

This group of workers is slowly but steadily growing. More and more money is being used to train people to sell products. Many businesses have their own training programs in order to produce "top-notch" salesmen. This field requires less education than management also, there are many jobs available for women.

NOW DO THE FOLLOWING:

1. The sales field is steadily ______________________.
2. Many firms have their own sales ______________________ programs.
3. The sales field requires ________________ education than management.
4. There are many jobs available for ________________________ in this field.

LABOR LAWS

There are many ways to help protect the American worker. One of these ways is by laws that make sure no one makes people work for unfair pay, or laws that protect children from being employed unfairly. For example, the New York State Labor Law requires everyone between the ages of 14 and 17 to have a work permit or "working papers."

Use this paragraph to help you - put T for true and F for false before each statement.

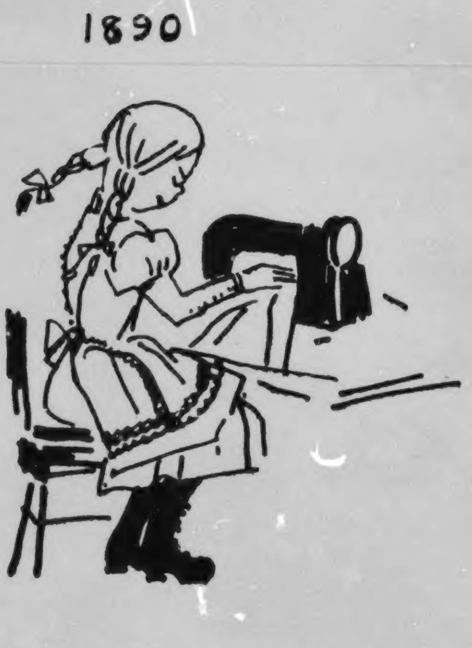
___1. The labor force is made up of sailors.

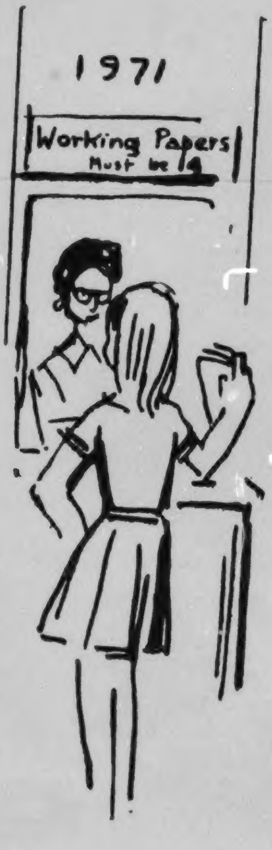
___2. Labor laws are to protect the worker.

___3. Working permits are needed by everyone.

___4. Labor laws protect a worker from illness.

___5. Labor laws protect a worker from being paid unfairly.





WAGES - DIFFERENT WAYS THAT PEOPLE ARE PAID

1. A firefighter gets a yearly salary, a worker at General Electric gets a weekly pay envelope. Carpenters and electricians get paid by the hour.

   a. If a police officer earns $8500 in one year, how much does he earn in one month? ______________________ in one week? ______________________

   (Figure on 12 months in one year and 52 weeks in one year.)

   b. If a factory worker earns $112 in one week, what is his yearly salary?

   ____

   c. If a carpenter's wages are $6.42 an hour and he works 45 hours in one week, what is his weekly pay? ______________________________

USE THE REST OF THIS PAGE TO FIGURE ON.

LABOR UNIONS

LABOR means the working people

UNION means "joined together"

Write what you think LABOR UNIONS are: ______________________________

____

____

Ask your teacher if your class can discuss the meanings they have written, then with your teacher decide on the best meaning. Ask her to write it on the board. Copy it here:

____

____

____

List three reasons why workers would want to belong to a union:

1. ____

2. ____

3. ____

Does anyone in your family belong to a union? __________________

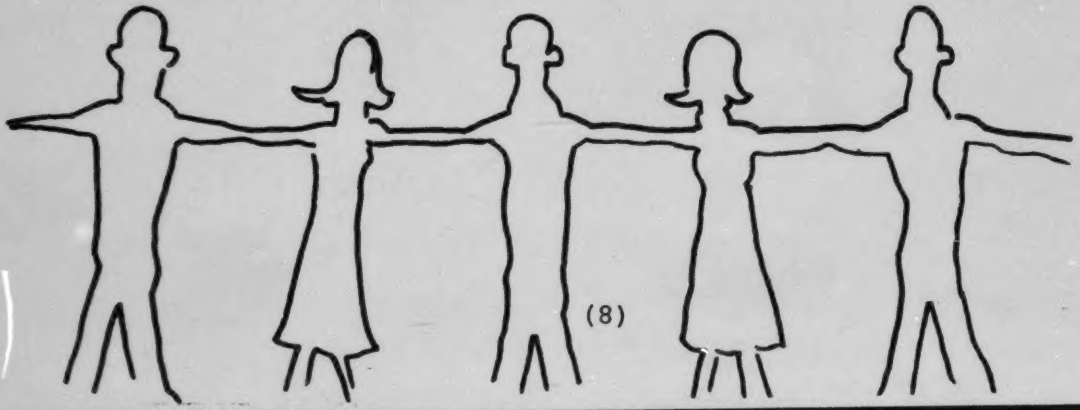
If the answer is yes, write the name of the union they belong to.

____

What unions have you heard of? ____________________________________

____

____



JOB APPLICATION

The first step in getting a job is to apply, or ask for it. When you ask for a job, you do it in writing. This is called a job application. Unscramble the following sentence:

in application asking An writing is job for a.

____

____

On an application, the employer asks for information he needs to know about you. This helps him decide if you are the right person for the job.

On the next page is a sample job application. If you were applying for a job, how would you fill it out?

Application
for
Employment

JOB APPLICATION

NAME ______________________________

ADDRESS ______________________ CITY ____________

STATE ______________________ ZIP ____________

DATE OF BIRTH ____ / ____ / ____ Are you an American citizen? ______
(Mo.) (Day) (Yr.)

Explain if answer is no. ______________________

How did you hear about this job? ______________________

Are you (check one) Married? _____ Single? _____ Divorced? _____

Have you ever been in the Armed Forces? _______ Which one? __________

Social Security Number ______________________

EDUCATION

	Number of Yrs.	Date Graduated
Elementary Schools		
High Schools		
Jr. High Schools		
College		
Other		

How many years experience do you have in this type of work? __________

OTHER JOBS

1. ______________________
2. ______________________
3. ______________________

REFERENCES (People who can tell us about you)

1. ______________________
2. ______________________
3. ______________________

INTERVIEWS AND INTERVIEWS

The purpose of an interview is to find out information. There are two kinds of interviews for us to think about:

1. You ask the questions to get information about a job or:
2. Someone asks you questions about yourself when they are thinking about hiring you.

(Type #1 Interview) "Getting the Facts"

You will be using type #1 interview. Here are some hints to help you.

- a. Study the interview sheet on the next page.
- b. Plan how you will introduce yourself to the person you will interview, how you will conduct the interview, how long you will spend asking questions, and how you will end the interview.
- c. Use the interview sheet on the next page to practice on adult friends and classmates.

You will have interview sheets attached to each Career Study to "get the facts" about that job.

Personnel Dept.

D. INTERVIEWS

(Type #1 Interview

INTERVIEW SHEET

1. What is your name? ____________________

2. What is your title? ____________________

3. How much education did you have to have for your job? __________
____

4. Did you have to take a test for your job? ____________________

5. What are some of your duties? ____________________
____

6. Do you mind telling what the starting salary for your job is?
____

7. What is the top salary your job pays? ____________________

8. Is the salary the same for everyone on this type of job? __________

9. Who or what decides when you get a raise? ____________________
____

10. Why did you choose this job? ____________________
____

11. What do you like best about your job? ____________________
____

12. What do you like least about your job? ____________________
____

13. What are your working hours? ____________________
____

14. What good habits should I develop now in elementary school that would help me to become a successful worker when I grow up? __________
____
____

15. Are there school subjects that I must do especially well in if I were to work in this kind of job? ____________________
____

Are there opportunities for men and women in your job? ____________________
____

How To Sell Your Product

RULES FOR TYPE 2 INTERVIEW

1 Wrap the package Attractively -

"Neat but not Gaudy," is the word Girls. Leave the eye makup, highly teased hair, and short short skirts at home. Fellows, the levis, sweatshirts and sneakers are NIX on interviews. Look NEAT AND CLEAN.

2. Be sure the package arrives on time -

9:05 is too late for a 9:00 appointment, BESIDES, they've heard all the excuses, and a few you haven't dreamed up yet.

3. A care package gets more attention. than a "Don't Care"

Be interested in your employer's business and how you can fit into his organization - or wind up in the dead letter office.

4. Fragile - Handle with Care -

A courteous, respectful attitude and "thank you," regardless of the outcome of the interview - always impresses people.

5. Don't Advertise Competing Products -

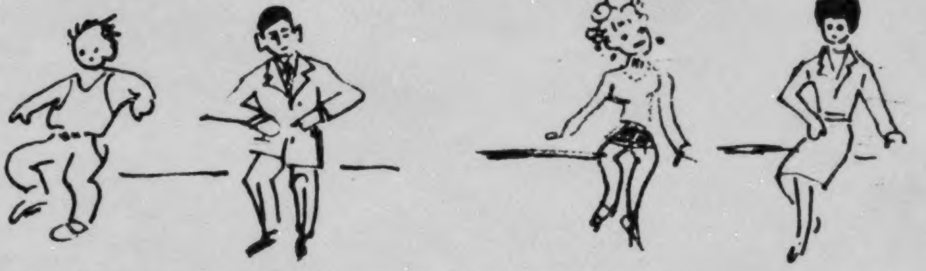
A job interview is no place for the "BUDDY SYSTEM." Let you frieds do their own job-hunting.

6. False Advertising Doesn't Pay -

Fill out the application truthfully - don't claim experience or skills you don't have. It always backfires and doesn't help.

7. Fill Out Application Neatly -

Print if necessary, or write legibly.



D. INTERVIEWS

Type Number 2 Interview

Pretend you are an employer. You are interviewing people for the jobs as salespeople in your store. Ann, Sam, Dan, Sue, and Tom applied for the jobs. If you think they should be hired for the jobs, check the box below "yes". If you do not think the person should be hired, check the box below "no".

1. Ann was fifteen minutes late for her interview. She said she really wanted the job, but she had met some friends on the way and had stopped to talk with them.

Yes	No

2. Sam took his mother with him when he went for his interview. He said his mother would help him answer the questions.

Yes	No

3. Sam was chewing gum. He played with some papers on your desk. He never looked at you when answering his questions.

Yes	No

4. Sue said she had not worked before but that she had studied about jobs in school. She said she had a good attendance record and wanted a chance to show that she was a good worker.

Yes	No

5. Tom told about two of his part-time jobs. His record was good. He said he had never been late for work.

Yes	No

A SECOND CHANCE

Some interviews fail. The person does not get the job he wants because he has not done all the right things during the interview.

Sometimes a second interview will get a person the job he wants. Let's pretend the shipping department of Ace Industries needs a clerk. A boy named Andrew Brown had been interviewed for the job once, but failed to get it because he:

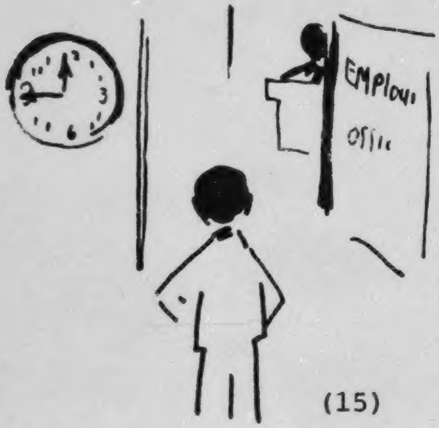
1. ___was late for the appointment
2. ___wore sloppy clothes
3. ___did not have his hair combed
4. ___was not friendly and polite

Read about Andy's second chance. He really wants to do better and is glad to have another chance. The appointment is set for 2:30 P.M.

First read the rules for a good interview, then fill in the blanks in such a way that Andy will get the job.

RULES FOR A GOOD INTERVIEW

1. Be on time
2. Know how to answer questions
3. Be neat in dress and appearance
4. Be friendly and polite



D. INTERVIEWS

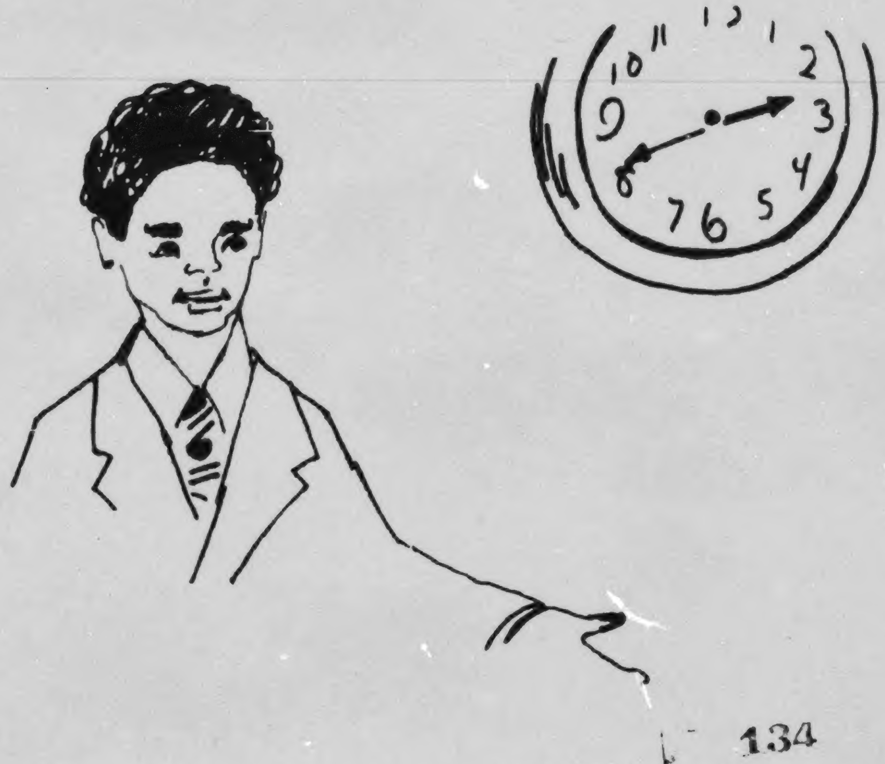
Andy's Second Chance

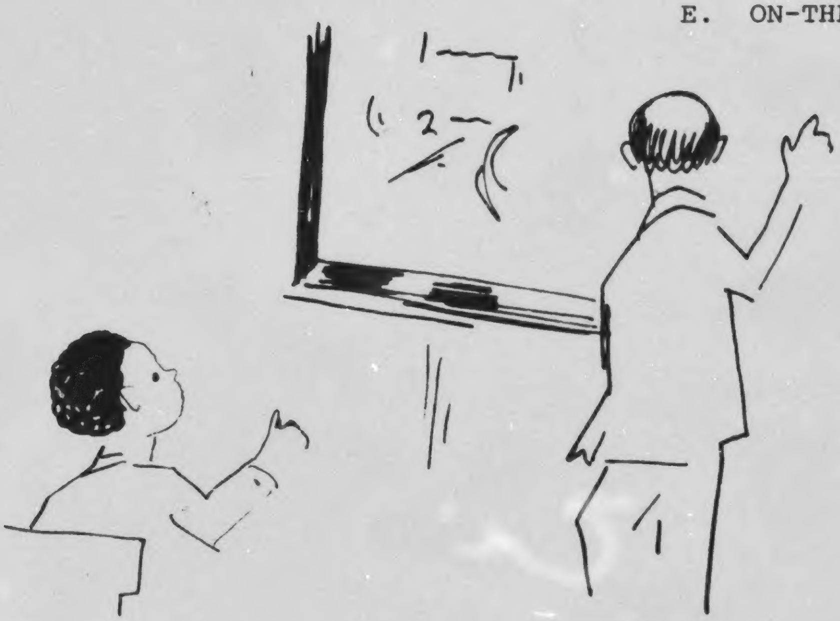
It was ________________P.M. when Andy arrived at Ace Industries. "My name is ________________ __________________," he told the clerk. "I have an ________________________at ___________P.M."

"We have been expecting you, but the boss will be a little late. Please sit down."

"____________ _____________" said Andy as he got a magazine from the table. He looked at the clock. It was 2:40. "The boss must be very busy,"he said to himself. He got another ____________________. He was tired of waiting but he wasn't going to __________________.

At 2:55 the boss came in. She walked up to Andy. "You are Andrew Brown,"She smiled. Andy ________________________when he saw the boss coming toward him. "Yes, I am ____________________," he smiled back.





Read the directions and complete the exercise called WHAT WOULD YOU DO? Have a friend correct your answers from an answer sheet.

WHAT WOULD YOU DO?

If you were being trained for a job and found yourself in any of the situations below, what would you do? Put a cross (x) beside the answer you think is BEST. And in the empty spaces, write an answer of your own.

1. You find it difficult to understand some of the classroom instruction you are receiving.

___ a. Tell the instructor that you're having difficulty understanding.

___ b. Ask another trainee to help you understand the information.

___ c. Drop out of the training program.

___ d. ____

____

(continued on next page)

2. The training is going well, but you don't think you're being paid enough money.

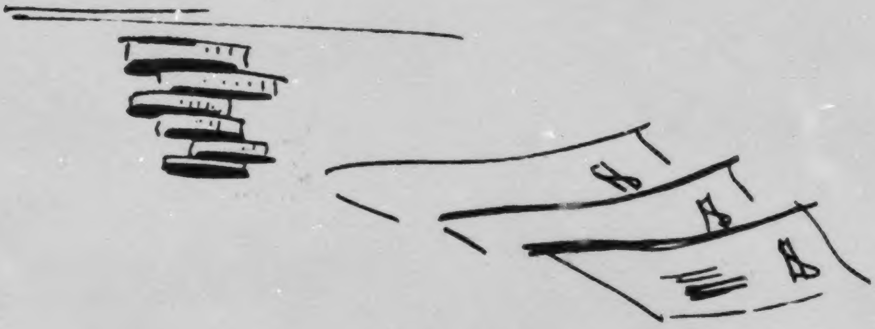
___ a. Ask the person who hired you if there's any possibility of getting a raise.

___ b. Quit the training program and try to find another job.

___ c. Tell the person who's training you that you can't live on the money you are earning.

d. ____

____



3. You have a reason to complain about the way a training program is being conducted.

___ a. Take your complaint to the president of the company you are working for.

___ b. Take your complaint to the head of the training program.

___ c. Explain your complaint to the other people who are being trained with you and find out if they agree with you.

d. ____

____

4. You're being annoyed and bothered by someone else who's being trained with you.

___ a. Stay away from him/her as much as possible.

___ b. Try to become friendly with him/her.

___ c. Report him to the person who is training you.

d. ____

____

5. You discover that you don't like the job you're being trained for, and would like to be trained for another kind of job with the same company.

___ a. Go immediately to the person who hired you and present him with your problem.

___ b. Ask the person who's training you for advice about the problem.

___ c. Speak to another trainee about your problem and ask him/her for his/her advice.

d. ____

____

SOCIAL SECURITY

Secure means _ _ _ _ _ "safe from harm."

Security means being s_ _ _ f_ _ _ _ harm.

Social means _ _ _ _ "how we live our life".

SOCIAL SECURITY means living a life safe from harm....in this case, safe from the harm of not having money to live on when you are too old or sick to work. When anyone gets paid for working, a small amount of money is taken out of the paycheck for Social Security. The person who pays you adds an equal amount. Both of these amounts are sent to the Federal Government in Washington, D.C. In Washington, this money is put into a fund in your name. The fund is called your Social Security. You get money back from this fund:

a - when you are old enough to stop working but still need money to live on

b - if you are too sick to work

c - if you should die (some of the money is paid to your family)

Use the information in the paragraph above to complete the following sentences.

1. When anyone works, a small amount of money is taken out of your ________________ for Social Security.
2. The person who pays you, pays an ____________ amount toward your Social Security.
3. The total amount of money is sent to the _________________ Government in Washington, D.C.
4. You get money back from Social Security when you are old enough to stop _____________________.
5. You get Social Security if you are too sick to ______________.
6. Social Security means ____
____
____

A SOCIAL SECURITY NUMBER

Everyone who works has a Social Security number. When you apply for a number, you have to fill out a white card. Below is the information you will be asked to put on the card. Even if you already have your Social Security number, put the information that is asked for in the empty spaces. *Print* all the information except your signature. If you don't know the information that is asked for in any item, write *"Unknown"*

---

1. The name you gave your present employer, or, if unemployed, the name you will use when you are employed. If you use no middle name or initial, draw a line: ________.

   ____________ ____________ ____________
   (First Name) *(Middle Name)* *(Last Name)*

2. Mailing Address ____________ ________ ______ ______
   (No. and St.,P.O.Box,or RFD) *(City)* *(Zone)* *(State)*

3. Print full name given you at birth ____________

4. Age on last birthday ________ 5. Date of Birth ____ ____ ____
   Mo. *Day* *Yr.*

6. Place of birth ____________ ____________ ____________
   (City) *(State)* *(County)*

7. Father's full name, regardless of whether living or dead:

   ____

8. Mother's full name before ever married, regardless of whether

   living or dead: ____________________________

9. Sex (Mark X which) *Male* ________ *Female* ________

10. Color or race (Mark X which)(If other, specify) *White*_____ *Negro*_____

    *Other*__________

11. Have you ever before applied for or had a Social Security or Railroad Retirement number? (Mark X which) *Yes* ___ *No*___ *Don't know*___

    If the answer is *Yes*, print the state in which you first appli and when. Also print your number if you know it.

    ____________ ____________ ____________
    (State) *(Date)* *(Account Number)*

12. Business name of employer. If unemployed, write "Unemployed."

    ____

    Employer's address ____________ ________ ______ ______
    (No. and Street) *(City)* *(Zone)* *(State)*

13. ____________ ____________________________
    Today's Date (Write your name as usually written. Do not Print).

CAREER EDUCATION

GLOSSARY

GRADE 6

Application - the act of asking for a job in writing.

Clerical - having to do with office work, typing letters, keeping records, etc.

Complaint - Reporting something you do not like.

Employee - a person hired by someone else to work.

Employer - a boss; a person who hires people.

Interview - a meeting of people to talk over their work; questioning someone to see if he should have the job, or questioning someone about the job he does.

Labor - working people, usually paid by the hour or week.

Laborers - people who work in jobs that require no training.

Labor Laws - government rules to protect workers.

Labor Union - a group of people, all in the same job area, who unite together to get good wages and working conditions from their employers.

Management - the group of people who "manage" or run any business.

On-the-job training - training provided by a business or industry in a special area.

Professional - usually a person who has had college training for his job.

Sales - the department of a business or industry that sells the products.

Semi-skilled - a worker who has less training than a skilled worker, who does less difficult work and makes less pay.

Skilled - a person highly trained for a special skill; usually has had apprentice training.

Social Security - money put into a fund by workers and their employers for use when needed for financial need.

Technical - the field of workers who run and operate machines, usually highly skilled, with special training.

Trainee - a person who is being trained.

Wages - pay received for work done.

Student ______________________ Teacher ________________ ____

Occupational Clusters PRE-POST TEST

1. Arrange the following types of jobs in the labor field according to size. Put the largest job area at the top and the smallest at the bottom.

Skilled Technical Laborers Clerical Semi-skilled

Largest and fastest growing: ______________________

____

____

____

Smallest and growing the least: ______________________

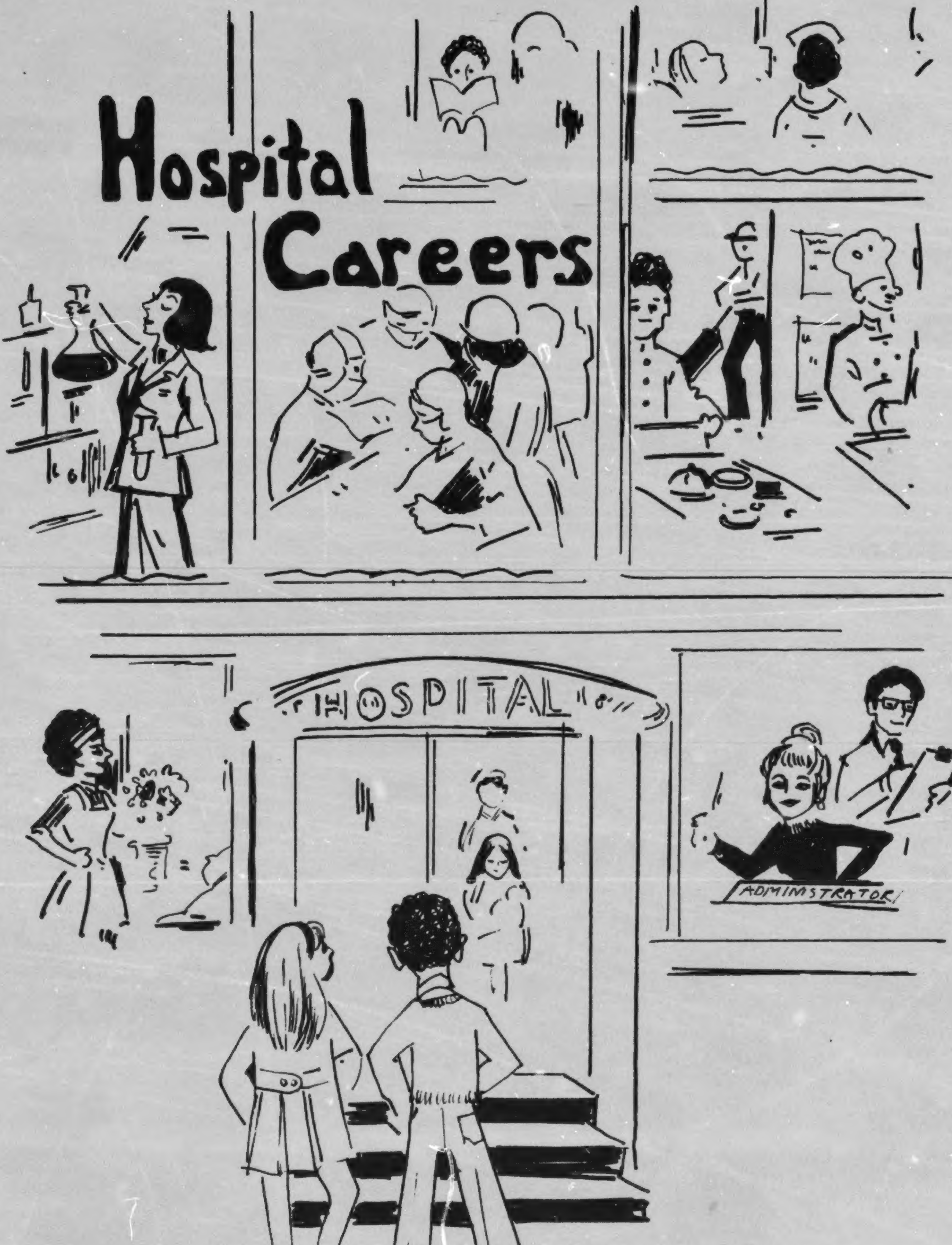
Put T for true or F for false in front of the following:

2. ___ Management finds the workers for business and industry.
3. ___ The management field is growing smaller.
4. ___ The sales field is steadily growing.
5. ___ Labor laws protect children from unfair employment.
6. ___ Only the person working puts money toward his Social Security account.
7. ___ The only time you collect Social Security is when you are too old to work.
8. ___ Everyone has to have working papers.
9. ___ An "application" is asking for a job in writing.
10. ___ In most cases, labor groups are made up of people paid by the hour or week.

6th Grade

3. Individualized Career Studies

D


Hospital Careers
HOSPITAL
ADMINISTRATOR

CITY SCHOOL DISTRICT
Syracuse, New York

Distribution Limited:
Elementary Principals
Elementary Supervisors
of Instruction
Teachers of Years 4-6

April 23, 1974

ELEMENTARY BULLETIN NO. #72-74-K

Life Centered Curriculum Program (Elementary Career Education)

Unit 27-(K)

HOSPITALS CAREERS

Rudolph Zieschang, Director
for Elementary Education

Virginia Lewis, Acting
Supervisor of Instruction

Dr. Gerald L. Cleveland
Assistant Superintendent
for Elementary Education

Syracuse City School District

HOSPITAL CAREERS

Pre and Post Test

1. The workers who make up the hospital "team" are ________________, ________________________, and ____________________________.

   (a) cooks,orderlies and psychologists, (b) nurse's aides, nurses and doctors, (c) dietitians, orderlies and technicians

2. Surgeons and anesthetists work in the ________________________.

   clinic   doctor's office   operating room

3. One duty of a nurse's aide is to ______________________________.

   take X-ray pictures   take temperatures   prescribe medicines

4. One duty of a nurse is to ______________________________.

   take X-ray pictures   bring medicine   write case histories

5. The following school subjects are helpful to someone interested in nursing. (choose 2) ______________________ and ______________

   Science - Physical Education - Health - French - Social Studies

6. A nurse must be ____.

   married   dependable   tall

7. A ____________________ runs errands and delivers drugs in a hospital.

   pharmacy aide - x-ray aide - orderly (hospital attendant)

8. A dietitian works with the ____________________________________.

   clinic staff   operating room staff   kitchen staff

9. A __________________ helps a patient during an operation by putting the patient to sleep so that no pain will be felt.

   dietitian   nurse anesthetist   x-ray aide

10. A __________________________ needs no real training in medicine even though they work in a hospital.

    surgeon   medical social worker   nurse anesthetist

Syracuse City School District

NAME ______________________ *SCHOOL* ______________________

Pre ________ ________ *Post* ______________ *Teacher* ______________________

Hospital Careers - Yellow

Assigned	*Learning Activity*	*Done*	*Assigned*	*Enrichment*	*Done*
Nature of Work					
1.	Filmstrip and tape - introduction -		1.	Make booklets on job duties - p. 7	
2.	Worksheet - job duties - p. 1		2.	Projects - first aid p. 7a	
3.	Worksheet - filmstrip and tape - p. 1		3.	Listing job duties p. 7a	
4.	Reading, watching filmstrips - listing job duties - p. 3		4.	Drawing pictures - p. 8, 8a	
5.	Listening to a tape reading, writing sentences about job duties - p. 3a				
6.	Worksheet - listing 5 job duties - p.4				
7.	Reading - worksheet p. 5				
8.	Reading - worksheet p. 6				
Requirements					
1.	Reading - worksheet p. 9		1.	Building a model - p. 14a	
2.	Worksheet - writing sentences about qualities of a nurse p. 10,11,11a, 11b,11c		2.	Interview school nurse or health clerk, pp. 14b, 14c	
3.	Worksheet - writing sentences about school subjects pp. 12, 13				
4.	Reading, listening to tape and worksheet p. 13a				
5.	Worksheet - Listing jobs in a hospital, p. 14				

HOSPITAL CAREERS - Yellow

Assigned	*Learning Activity*	*Done*	*Assigned*	*Enrichment*	*Done*
Conditions					
1.	Listing hospitals from a telephone book - p. 15		1.	Make a crossword puzzle - p. 18	
2.	**Worksheet** - Who Am I - pp. 16, 16a		2.	Make a small dictionary - pp. 18a, 18b	
3.	Filmstrip and worksheet - p. 17				
4.	Matching exercise p. 17a				
Advantages					
1.	Reading - worksheet completing a chart - p. 19		1.	Preparing oral report, p. 21	
2.	Filmstrip and tape worksheet to list advantages - p. 20		2.	Projects - possible oral report p. 22	

HOSPITAL CAREERS

Have you ever visited or been a patient in a hospital? Do you know how many jobs are needed to make a hospital do its job?

See how many jobs you know as you look at the drawing on the cover of this study.

After you do this study, see how many more jobs you can name.

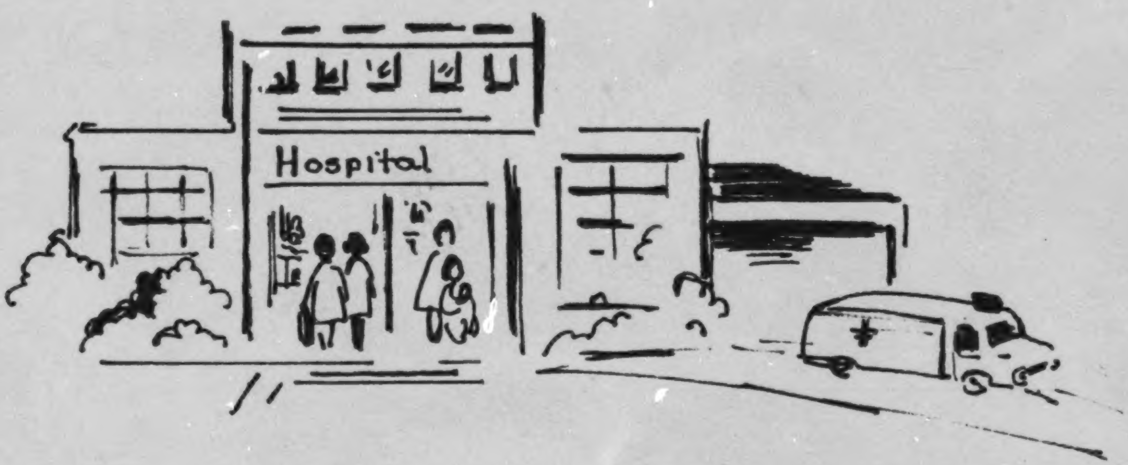


Table of Contents

Topic: Page:

I. Nature of Work

Learning Activity 1
Enrichment 7

II. Requirements

Learning Activity 9
Enrichment 14a

III. Conditions of Work

Learning Activity 15
Enrichment 18

IV. Advantages (Future of Job)

Learning Activity 19
Enrichment 21
Bibliography
Interview Sheet
Glossary

HOSPITAL CAREERS

Introduction

Before you start this study on Hospital Careers get all your classmates together who are interested in "Hospital or Health Careers". Listen to the two tapes and watch the film strips on "Health Careers". Get permission from your teacher to show the film strips on the large screen.

This will help you decide whether you'd like working in these fields or not.

I. NATURE OF WORK

Introduction

2. Get the "Family" filmstrip and listen to the tape, Hospital Workers. BEFORE YOU PLAY THEM READ THE FOLLOWING QUESTIONS. Look for the answers while you watch. You may stop the tape at any time to mark the answers

(Put a check (✓) in front of the correct answers.)

a. A hospital has two kinds of workers on its staff:

______those who work with the sick people
______veterinarians
______those who make a nice place for the sick people people to stay
______acrobats

b. Check the jobs done in a hospital

______an orderly meets patients at the door
______interns and doctors help cure patients
______x-ray workers
______testing blood
______dietitians help plan the right food for the sick

c. Check the workers in the operating room

______surgeon
______carpenter
______anesthetist
______ laundry worker
______typist
______special nurses

d. Nurses are especially important in a hospital because they:

______bring the medicine
______wash windows
______drive cars
______make patient comfortable
______write books
______help the doctor

e. Check the jobs the nurse's aide does:

______helps patients wash

______helps patients walk

______takes temperatures

______operates on people

f. Check the workers who make up the hospital team

______nurse's aides

______nurses

______doctors

g. The doctor

______visits patients

______tells the other workers what to do

h. Match the job other hospital workers do:

1. The pharmacist	__________	helps the patient with special exercises
2. The radio-therapist	__________	helps people understand special problems sick people have
3. Physio-therapist	__________	uses machines to give special treatment to patients
4. Social Worker	__________	prepares special medicine

I. In the book Come to Work With Us in the Hospital, find one duty each worker below has to do and write it after the job title:

Occupational Therapist ____________________
____

Physical Therapist ____________________
____

Registered Nurse ____________________
____

Licensed Practical Nurse ____________________
____

Anesthetist ____________________
____

Doctor ____________________
____

Dietitian ____________________
____

Medical Records Librarian ____________________
____

Laundry Manager ____________________
____

Medical Technologist ____________________
____

TO STUDENTS WHO ARE USING RESOURCE MATERIALS:

As you are looking at these resource materials, keep in mind that we are living in a world that is quickly changing. Women are taking on and succeeding in jobs that, in the past, were only open to men. Although you see pictures of men doing these jobs we want you to understand that women can do the work as well as men and in your futures will be doing the work you see only men doing.

2. Get the "Family" filmstrip and listen to the tape, Hospital Workers. BEFORE YOU PLAY THEM READ THE FOLLOWING QUESTIONS. Look for the answers while you watch. You may stop the tape at any time to mark the answers.

(Put a check (✓) in front of the correct answers.)

a. A hospital has two kinds of workers on its staff:

______________ those who work with the sick people

______________ veterinarians

______________ those who make a nice place for the sick people to stay.

______________ acrobats

b. Check the jobs done in a hospital

______________ an orderly meets patients at the door

______________ interns and doctors help cure patients

______________ x-ray workers

______________ testing blood

______________ dietitians help plan the right food for the sick

c. Check the workers in the operating room

______________ surgeon

______________ carpenter

______________ anesthetist

______________ launders

______________ typist

______________ special nurses

d. Nurses are especially important in a hospital because they: (Check 3)

______________ bring the medicine

______________ wash windows

______________ drive cars

______________ make patients comfortable

______________ write books

______________ help the doctor

e. Check the jobs the nurse's aide does:

__________ helps patients wash

__________ helps patients walk

__________ takes temperatures

__________ operates on people

f. Check the workers who make up the hospital team

__________ nurse's aides

__________ nurses

__________ doctors

g. The doctor

__________ visits patients

__________ tells the other workers what to do

h. Match the job other hospital workers do:

1. The pharmacist __________ helps the patient with special exercises

2. The radio-therapist __________ helps people understand special problems sick people have

3. Physio-therapist __________ uses machines to give special treatment to patients

4. Social Worker __________ prepares special medicine

TO STUDENTS WHO ARE USING RESOURCE MATERIALS:

As you are looking at these resource materials, keep in mind that we are living in a world that is quickly changing. Men are taking on and succeeding in jobs that, in the past, were only open to men. Although you see pictures of women doing these jobs we want you to understand that men can do the work as well as women and in your futures will be doing the work you see only women doing.

3. Read the book I Know a Nurse by Marilyn Schima, R.N. As you are reading keep in mind the different kinds of nursing careers that are mentioned and what they do. Also look at filmstrips: "Registered Nurses," "Licensed Practical Nurses," and "Nursing Assistant." After you are finished reading, place the name of the type of nursing in the correct blank in the worksheet below. Then place 3 duties for this nurse on the lines opposite. Do this for 3 kinds of nursing careers. Other places you might look are:

Career Summaries -- Nurse, Public Health; Nurse, Man; Nurse, Anesthetist, Nurse Aide.

Career Brief -- Registered Nurse

Nurses and What They Do, Eleanor Kay

You Can Work In The Health Services, Dietz

Finish this worksheet:

NAME OF NURSING CAREER	DUTIES
1. ______________________	1. ____________________
	2. ____________________
	3. ____________________
2. ______________________	1. ____________________
	2. ____________________
	3. ____________________
3. ______________________	1. ____________________
	2. ____________________
	3. ____________________

3. Directions: Listen to the tape and read along in the book "I Know A Nurse" by Marilyn Schima.

After the story is over write one sentence for each nurse telling one important duty of that nurse.

1. Hospital Nurse ________________________________
____
____

2. Doctor's Office Nurse __________________________
____
____

3. R.N. Registered Nurse __________________________
____
____

4. Student Nurse _________________________________
____
____

5. Practical Nurse ________________________________
____
____

6. Nurse's Aide __________________________________
____
____

Learning Activity

4. Find the small D.O.T. card #69 on Pharmacy Aide-- Read the paragraph--Name 5 duties of a pharmacy aide.

1. ______________________________

2. ______________________________

3. ______________________________

4. ______________________________

5. ______________________________

Learning Activity

Get the S.R.A. brief about Licensed Practical Nurses. Read the brief and listen to the tape. Use the back of the card to answer the following questions.

1. If you want to get started as a Licensed Practical Nurse where would you look? ____________________

2. How long do programs containing practical nursing school courses last? ____________________

3. Where are jobs for Licensed Practical Nurses found? ____________________

Use the small D.O.T. card number 182 to answer the following questions.

1. Who directs the Practical Nurse? ____________________

2. Name three things a Licensed Practical Nurse does.

a. ____________________

b. ____________________

c. ____________________

Learning Acitivity

Get the small D.O.T. card number 334 and answer the following questions.

1. Name five things that the Head Nurse does.

a. ______________________________

____

b. ______________________________

____

c. ______________________________

____

d. ______________________________

____

e. ______________________________

____

Get the small D.O.T. card # 345. Read the card and then answer the following questions.

1. What job is Physician another name for? ______________

____

2. List three things a physician does.

a. ______________________________

____

b. ______________________________

____

c. ______________________________

____

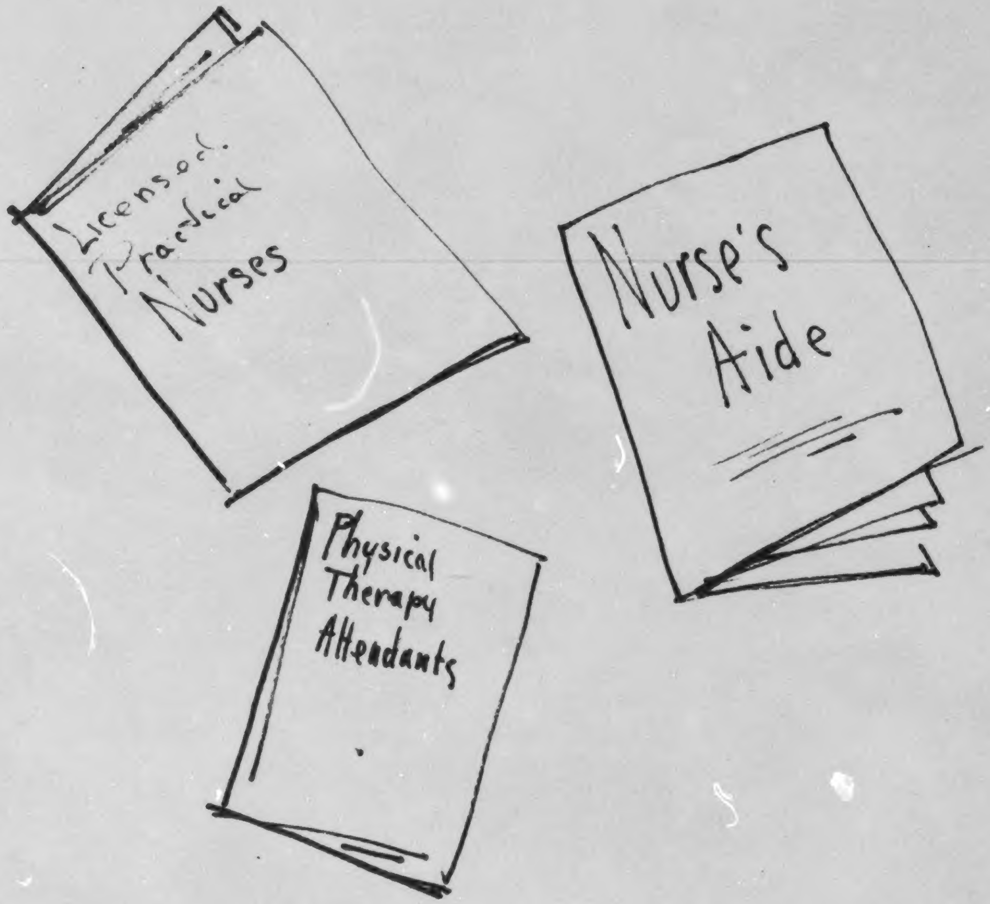
3. Are there many different fields into which a doctor or physician can go? ______________________________

Enrichment

1. Find the D.O.T. cartoons on Physical Therapy Attendants, Nurse's Aide, and Licensed Practical Nurse. Use these to help you make three booklets of your own showing what each one does.

Ideas to include in your booklets:

1. main duties
2. drawings
3. important facts about these jobs
4. why you might or might not like these jobs


Licensed Practical Nurses
Nurse's Aide
Physical Therapy Attendants

Take your pulse. Put your index (pointing) finger and middle finger on the inside of your wrist until you can feel your heartbeat. Watch a clock and count. Record your pulse on paper. Walk around the room quickly then take your pulse and record that. Is there a difference? Which is faster? How much faster?

______________________________ ________________

______________________________ ________________

C. Write two things you'd do to treat a minor cut by applying first aid skills.

____

____

____

____

D. Read the pink S.R.A. brief about Registered Professional Nurse, Helen Sanders. After you have read it, list at least 8 things nurses do. You may include anything you know about which is not in the story.

____

____

____

____

____

____

____

____

____

____

____

2. Make a nurse's cap out of white paper. Each school of nursing has its own cap. So make up your own style.

Draw a hot water bottle or an electric heating pad.

Draw a picture of a nursery showing newborn babies in their cribs. Draw in a picture of a nurse who takes care of little babies.

Many young people work as orderlies. These are helpers or aides. Many times they push wheelchairs. Draw a wheelchair here:

Draw a picture of yourself in a wheelchair:

Orderlies often serve patients their meals on a tray. Draw a picture of a meal you would like to be served if you were in a hospital.

Patients are moved from room to room on stretchers on wheels. Orderlies or hospital attendants push these stretchers, called "gurneys." Draw a hospital attendant pushing a gurney.

Learning Activity

Get the S.R.A. Brief about Licensed Practical Nurses. Read the card and listen to the tape. Use the back of the card to answer these questions.

1. All states, the District of Columbia, and Puerto Rico have

____

for practical nurses.

2. For admission to an approved school, __________________

____________________ graduation is usually required.

3. Applicants must be between _________________________

and ________________, in good health, and citizens.

Get the green D.O.T. cards numbered 334, 345, 41, 65, and 69. Read the cards and use the information on the right side of the card to answer these questions.

1. Which of these jobs need a high school diploma? __________

____

____

____

2. Which jobs require college? ______________________

____

____

____

3. Which jobs give you on the job training? _______________

____

____

Learning Activity

1a. Look up the word "dependable" in the dictionary. A nurse is dependable. How can I be dependable?

1. at home ______________________________
2. at school ______________________________
3. with my friends ______________________________

b. Look up the word "responsibility" in your dictionary. A nurse takes on responsibility. How can I take on responsibility?

1. at home ______________________________
2. in school ______________________________
3. With my friends ______________________________

2. Ann Peters ran up the gangplank of the U.S.S. United States which was about ready to sail for Paris, France. Lucky Ann! A cruise to sunny France. Yes, that's part of it. But Ann is also on her way to work. Ann is the nurse on this magnificent ship. Surprised? The "World of Nursing" has many interesting and varied jobs.

A. Check the bibliography to find books which give you information about the variety of careers in nursing. Watch the following filmstrips:

1. Registered Nurses--Types of Jobs and Opportunities
2. Registered Nurses--Qualifications and Education
3. Licensed Practical Nurse
4. Nursing Assistant

List as many jobs as possible that you find in a hospital. Beside each job list how much education is needed for each position.

c. A nurse gets along with all kinds of people. How can I start getting along with others...

at school? ____

____

____

at home? ____

____

____

like my friends? ____

____

____

Learning Activity

3a. A nurse should be a good student. Here are school subjects which are helpful. Why are they important? Answer in complete sentences.

1) Science ______________________________

2) Math ______________________________

3) English ______________________________

4) Spelling ______________________________

5) Reading ______________________________

6) Health ______________________________

b. A nurse should be interested in new things. What new things have I learned about in school that might help me in nursing? Answer in complete sentences.

1) ______________________________

Learning Activity

2) ______________________________

____

____

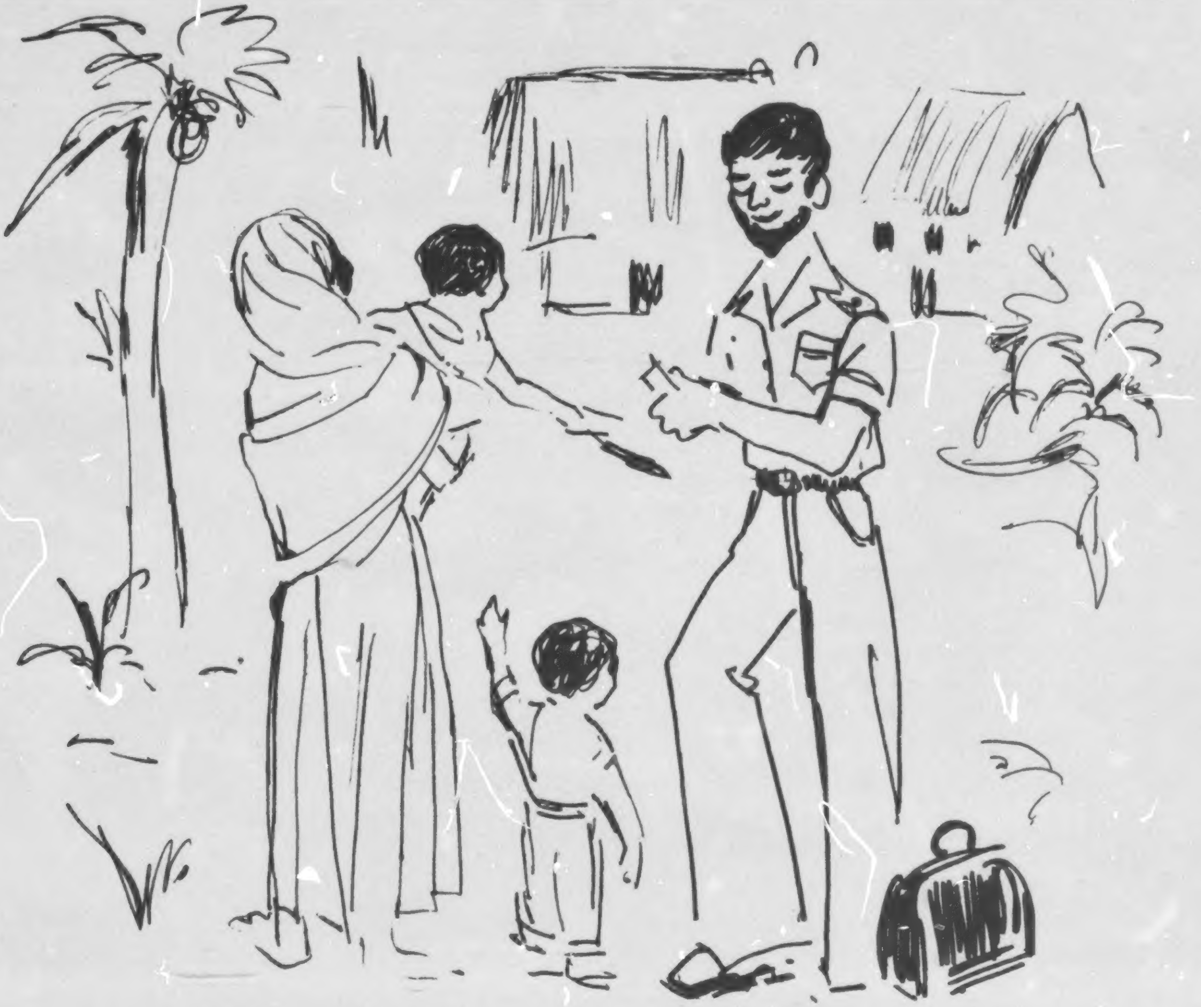
____

3) ______________________________

____

____

____



Learning Activity

3. Find the small D.O.T. card #69 called Pharmacy Aide--At the top of the page it tells what kind of diploma you need to do this work. Fill in the blank below.

You need a ______________________________

______________________________ diploma.

On the same card name two subjects you should take.

1. ______________________________

____

____

____

2. ______________________________

____

____

____

Under the word helpful, what other two subjects would help you.

1. ______________________________

____

____

2. ______________________________

____

____

4. Read the small D.O.T. card # 286 about a "Dietitian" to answer these questions.

a. Why is a dietitian needed in a hospital? ____________________

____

____

____

b. What 4 subjects are required for this job title?

1) ____

____

2) ____

____

3) ____

____

4) ____

____

c. Name two other subjects that it would be wise to study.

1) ____

2) ____

d. What subject would be helpful? ______________________________

____

e. How many years of college must you have? ____________________

TO STUDENTS WHO ARE USING RESOURCE MATERIALS: As you are looking at these resource materials, keep in mind that we are living in a world that is quickly changing. Women are taking on and succeeding in jobs that, in the past, were only open to men. Although you see pictures of men doing these jobs we want you to understand that women can do the work as well as men and in your futures will be doing the work you see only men doing.

Get the S.R.A. briefs about the following jobs: Surgeons, Medical Social Workers, Occupational Therapists. Read the briefs, listen to the tapes, and use the information on the back of the cards to answer these questions.

1. How many years of training beyond high school are required to be a surgeon? ______________________________

2. A surgeon must pass a ______________________________
____
and obtain a ______________________________ to practice.

3. A physician who wants to become a surgeon must spend __________ to ______________ years as a hospital resident in surgery.

4. An occupational therapist needs a bachelor's degree from college, plus ______________ to ______________ months of clinical training.

5. Name at least five courses a person who wishes to become an occupational therapist needs to take in college.

____
____
____
____
____

6. To become a medical social worker an M.S. degree in social work, requiring ______________ years of graduate study.

7. Name four college courses that are valuable to a person who wishes to become a medical social worker.

____
____
____
____

Learning Activity

2. Ann Peters ran up the gangplank of the U.S.S. United States which was about ready to sail for Paris, France. Lucky Ann! A cruise to sunny France. Yes, that's part of it. But Ann is also on her way to work. Ann is the nurse on this magnificent ship. Surprised? The 'World of Nursing' has many interesting and varied jobs.

A. Check the bibliography to find books which give you information about the variety of careers in nursing. Watch the following film strips:

1. Registered Nurses--Types of Jobs and Opportunities
2. Registered Nurses--Qualifications and Education
3. Licensed Practical Nurse
4. Nursing Assistant.

List as many jobs as possible that you find in a hospital. Beside each job list how much education is needed for each position.

____

____

____

____

____

____

____

____

____

____

____

1. If you can, get some milk cartons and build a hospital. Paint your hospital or use crayons to make a fireproof building. Why would you want a fireproof building?

Directions: Go to the school nurse. Take a paper and pencil. Ask the school nurse these questions and write down the answers she gives you. Be sure to ask her if you may have permission to talk with her. Make an appointment with her.

a. What does a young boy or girl have to know to be a candystriper?

b. Does a candystriper have to have a high school education to be a candystriper?

c. Can a candystriper become a nurse's aide?

How?

d. How much education does a nurse's aide have to have?

e. Is it more important to become a practical nurse or a nurse's aide?

Enrichment

f. Which takes more training--a nurse's aide or a practical nurse?

g. What kind of a nurse can I become if I go to college or to a nursing school?

h. What school subjects are helpful to a person interested in nursing?

(14c)

Learning Activity

1. Get the telephone book. Look in the yellow pages under hospitals to find the names of 5 hospitals. List these names and after each write the address.

1. ____________________
____
____
____

2. ____________________
____
____
____

3. ____________________
____
____
____

4. ____________________
____
____
____

5. ____________________
____
____
____

2. Count and write the number of hospitals listed in the city of Syracuse . ____________________

Learning Activity

Use the small D.O.T. cards numbered 41, 65, 69, 70, 122, 182, 286, 345. From the list below choose the right answer and put it in the space provided.

Who Am I?

x-ray aide
dietitian
general hospital aide
admittance clerk
nurse's aide
licensed practical nurse
pharmacy aide
physician

a. I work in the office where people come to be admitted to the hospital. (Admitted means taken in because they are sick)

I am an ______________________________

______________________________.

b. I work in the hospital but frequently have an office of my own somewhere else. Another name for me is doctor.

I am a ______________________________.

c. I work under the direction of a doctor or nurse and give medical or /and nursing care to patients.

I am a ______________________________

d. I help care for male (men) patients.

I am a ______________________________

e. I take patients to the x-ray department.

I am the ______________________________

f. I do clerical and routine laboratory work for the pharmacists of the hospital.

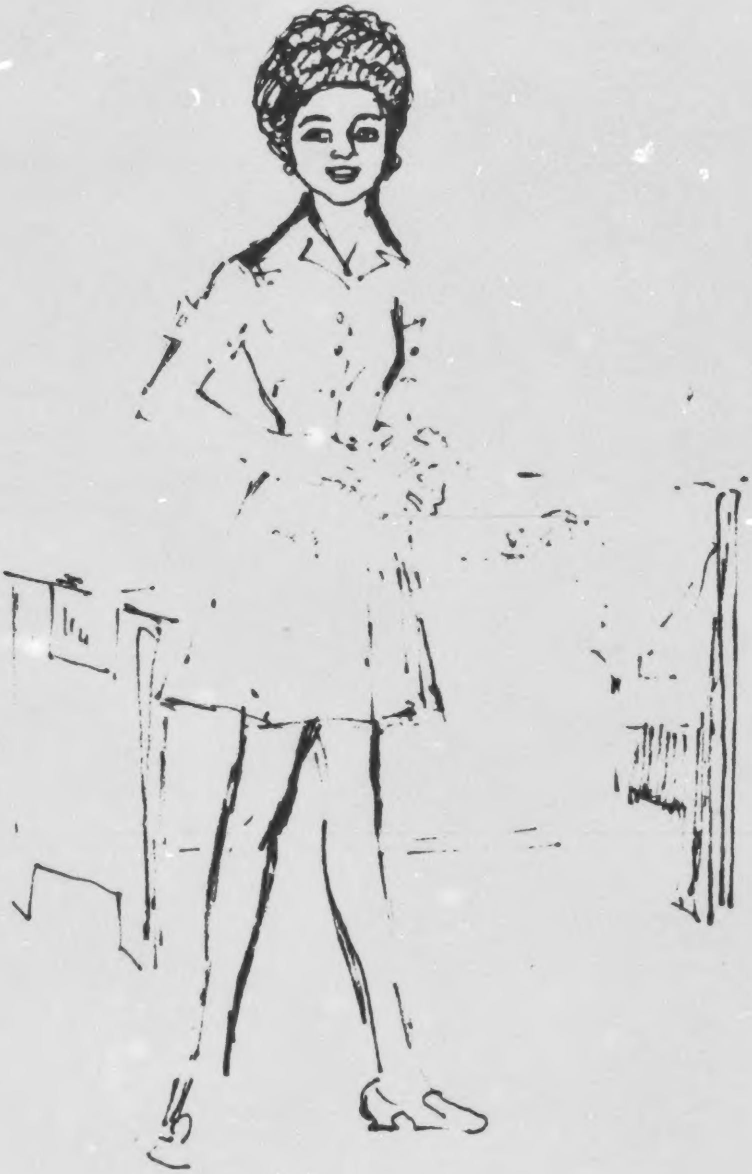
I am the ______________________________

g. I plan the meals patients will eat.

I am the ______________________________

h. I help the nurse by serving meals, and making beds.

I am the ______________________________.



Learning Activity

3. Look at the film strip "Would You Like Hospital Work?" When you finish, write three reasons why you would like to work in a hospital.

1.

2.

3.

Learning Activity

4. A hospital is like a small city because it has many different areas. The hospital "Job Family" is made up of the people who work in these many areas.

From what you have read, match the job title with the correct work area in which that job would be done.

Job Title		Work Areas
a. Admitting Clerk	____________________	kitchen
b. Dietitian	____________________	patients bedside
c. Surgeon	____________________	operating room
d. Nurse	____________________	pharmacy
e. Pharmacist	____________________	office
f. Carpenter	____________________	maintenance shop

Enrichment

1. Get a piece of graph paper.
   Make a crossword puzzle, using the following words:

1. indoors
2. hospital
3. tenseness
4. anesthetist
5. operating
6. surgery
7. gown
8. mask
9. cap
10. equipment

Enrichment

2. Make a dictionary of the following words by writing the meaning of each as it would apply to hospital work.

anesthetic ____

____

____

____

cautious ____

____

____

____

emergency ____

____

____

____

equipment ____

____

____

____

gown ____

____

____

____

hospital ____

____

____

____

mask ____

____

Enrichment

pre-operative ____

____

____

____

special ____

____

____

____

tenseness ____

____

____

____

3. Make a shoe box diorama of one of the places a nurse would work. Some suggestions would be: an operating room
a doctor's office
a school nurse's office

Look up "diorama."

You will probably need scissors, glue, clay, bits of fabric, paints, pipe cleaners, etc. If you can't do, this write a short paragraph describing one of the places named above.

TO STUDENTS WHO ARE USING RESOURCE MATERIALS:

As you are looking at these resource materials, keep in mind that we are living in a world that is quickly changing. Men are taking on and succeeding in jobs that, in the past, were only open to women. Although you see pictures of women doing these jobs we want you to understand that men can do the work as well as men and in your futures will be doing the work you see only women doing.

Get the following materials from the brown folder on Hospital Careers. Career Summary Card S-65- Anesthetist; D.O.T. Cartoon-Nurse Aide; D.O.T. Cartoon-Licensed Practical Nurse; Career Brief B-75-Registered Nurse; S.R.A. Brief-Medical Social Worker; S.R.A. Brief-Surgeon.

Use these materials to complete this chart.

Use the average amount if it is given.

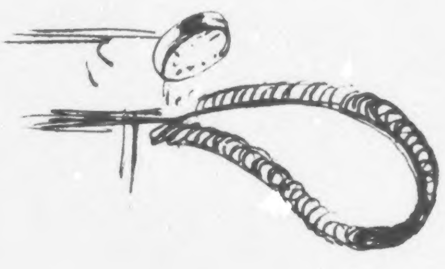
Name of Job	Salary	Hours
Nurse Aide	$________ per ________	__________
Licensed Practical Nurse	________ per ________	__________
Registered Burse(average)	________ per ________	__________
Nurse Anesthetist	________ per ________	__________
Medical Social Workers (starting)	________ per ________	__________
Surgeon (about)	________ per ________	__________

Which of the above does not require any formal or real thaining in medicine?________

____

Match each of the following jobs with a short description of the job.

Name of Job	Job Description
1. Surgeon	____helps nurses
2. Nurse Anesthetist	____performs operations
3. Nurse Aide	____puts people to sleep



Learning Activity

3. Here is a career chart. Use the S.R.A. Briefs, the Career Summary cards, and the D.O.T. cards to find the information needed.

JOB	MINIMUM EDUCATION	SALARY	HOURS	JOB LOCATIONS
Nurse Anesthetist				
Medical Social Worker				
Registered Nurse				
Nurse You Interview				
Licensed Practical Nurse				
Nurse's Aide				

C. 1. Make a bar graph showing the salaries of the following:

a. Registered nurse

b. Nurse's aide

c. Licensed practical nurse

d. Anesthetist

Enrichment

1. Prepare a talk you can give to the class (you may use a friend to help you) on why you might like to be a hospital worker.

Look at the film strip and listen to the tape on Hospital Workers. Also look at the film strip called "Would You Like Hospital Work?" These should help you prepare your talk.

Enrichment

2. Choose a hospital job you might be interested in. Write a commercial such as you see on TV, to sell your job to the boys and girls of your class.

Use drawings and any other ideas to help make you a good salesman or saleswoman.

When you are ready ask your teacher to allow you to present it to the class.

Syracuse City School District

HOSPITAL CAREERS

Bibliography

BOOKS

Wilkinson; Come to Work With Us in the Hospital; Sextant, 1970
Kay; Nurses and What They Do; Watts, 1968
Schima; I Know a Nurse; Putnam, 1968
Roland; Let's Go to a Hospital; Putnam, 1968
Coy; The First Book of Hospitals; Watts, 1964
Froman; Let's Find Out About the Clinic; Watts, 1968

SRA BRIEFS

Occupational Therapist
Medical Illustrator
Anesthetist
Medical Social Worker
Licensed Practical Nurse
Hospital Attendant
Surgeons

CAREER BRIEFS

Nurse, Registered B-75
Physician B-60

CAREER SUMMARIES

Nurse Anethetist S-65
Nurse Aide S-94
Nurse (Man) S-60
Nurse - Public Health S-8
Medical Social Worker S-42
Orderly S-332

D.O.T. CARDS

General Hospital Aide #41
Pharmacy Aide #69
Dietitian #286
Physical Medicine Aide #70
Nurse's Aide #65
X-ray Aide #122
Licensed Practical Nurse #182
Nurse, Head #334
Physician #345

D.O.T. CARTOONS

Physical Therapy Attnedant
LPN
Nurse Aide

CASSETTE TAPES

SVE-Hospital Workers f/s
I Know a Nurse
SRA - (all the SRA Briefs are on tape)
Story on pp. 18 and 19 of Blue and Yellow I.C.S.

FILMSTRIPS

SVE - Hospital Workers
Registered Nurses -
    Qualifications and Education
    Types of Jobs and Opportunities
LPN
Nursing Assistant
Eye Gate - Would You Like Hospital Work

TELEPHONE BOOK

SOFT COVER BOOK

You Can Work In the Health Services

TO STUDENTS WHO ARE USING RESOURCE MATERIALS:

As you are looking at these resource materials, keep in mind that we are living in a world that is quickly changing. Men are taking on and succeeding in jobs that, in the past. were only open to women. Although you see pictures of women doing these jobs we want you to understand that men can do the work as well as women and in your futures will be doing the work you see only women doing.

Syracuse City School District

HOSPITAL CAREERS

GLOSSARY

admit - to let in; to enter, such as, The patient was admitted to the hospital

administration - the running or conducting of any office or place of employment

admission - being aloud to enter; going into a place with permission. An office which grants permission to enter a particular place.

aide - a person who helps or assists another.

anesthetist - a specially trained person who gives anesthesia (various drugs) to persons about to undergo an operation which puts them to sleep

cautious - being very careful

clinic - a place where people may go for medical treatment.

dependable - being able to be relied or counted upon. A dependable person does what he is supposed to.

dietitian - a specially trained person who supervises the planning, preparing and serving of meals in an institution such as a hospital.

diploma - a paper or document which states that the receiver has completed a certain course of study.

discreet - cautious; being careful to keep one's or another persons actions private or secret. Showing good or careful judgement.

emergency - sudden need for immediate action because of illness, accidents, or disaster.

fatality - a disaster such as an auto accident which causes death.

intern - a member of a medical staff of a hospital, often a recent graduate of a medical school.

mask - a covering for the nose and mouth worn by medical people to protect others from disease.

medical - having to do with medicine or treating and curing of disease.

mental - having to do with the mind.

occupational therapy - a way of treating illness which consists of some kind of light work such as carpentry or sewing which takes the mind of the patient off his illness.

operation - something done to the body, usually with instruments to improve health.

HOSPITAL CAREERS

GLOSSARY (cont'd)

orderly - a person who works in a hospital whose job consists of bed- making, wheeling patients, helping keep things clean, etc.

patient - person who seeks medical help for an illness.

pharmacist - a druggist - one who is licensed to sell medicine or drugs.

Physician - another name for doctor

physical - having to do with the body.

responsibility - a job or duty given to someone.

shock - sudden or violent blow or crash; a collaspsing or weakening of the body or mind caused by some violent impression on the nerves.

social worker - person who is trained to work with people to help them solve their problems of jobs, family life, etc.

sterile - free from living germs.

surgeon - a doctor who performs operations.

surgery - treatment of illness or disease by operation.

technologist - person who works with machines found in hospitals.

tense - nervousness, tightness in muscles.

therapy - having healing powers.

therapist - person who provides different exercises, hobbies, etc. to help sick people recover.

veterinarian - doctor who works with animals.

X-ray - a ray which goes throught things that ordinary rays of light cannot go through. Used to see inside parts of the body.

Standard Interview Sheet

1. What is your name? ______________________________

2. What is your job title? ______________________________

3. How much education did you have to have for your job? __________
____

4. Did you have to take a test for your job? ____________________

5. What are some of your duties? ______________________________
____

6. Do you mind telling what the starting salary for your job is?
____

7. What is the top salary your job pays? ____________________

8. Is the salary the same for everyone on this type of job? ________

9. Who or what decides when you get a raise? ____________________
____

10. Why did you choose this job? ______________________________
____

11. What do you like best about your job? ____________________
____

12. What do you like least about your job? ____________________
____

13. What are your working hours? ______________________________

14. What good habits should I develop now in elementary school that would help me to become a successful worker when I grow up? __________
____
____

15. Are there school subjects that I must do especially well in if I were to work in this kind of job? ______________________________
____

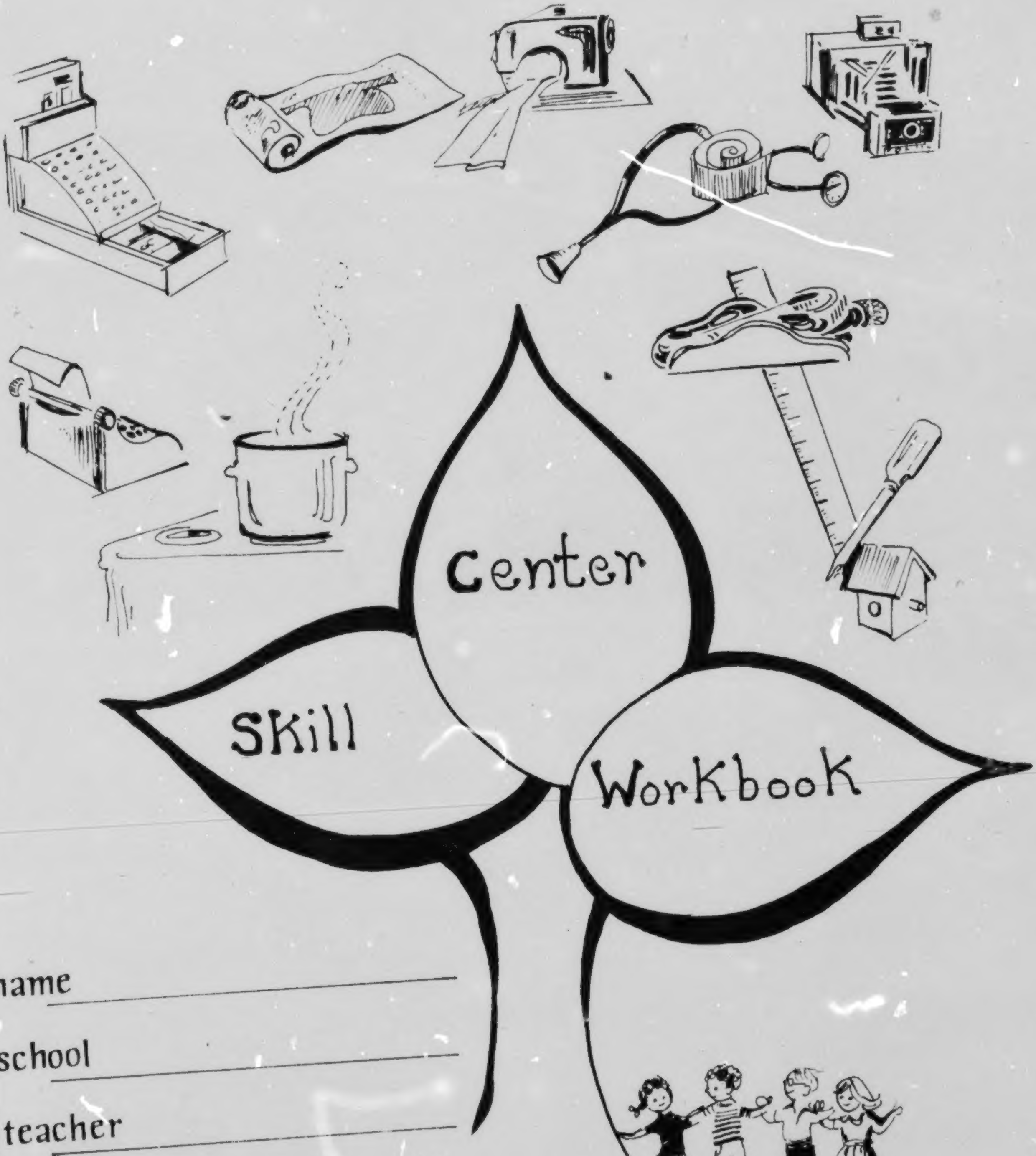
6th Grade

4. Skill Center Booklet

E

SYRACUSE
CITY SCHOOL DISTRICT

LIFE-CENTERED CURRICULUM



Center
Skill
Workbook

name ____________________

school ____________________

teacher ____________________

LIFE CENTERED CURRICULUM

Syracuse City School District

Occupational Clusters Unit

Some things to do in the Skill Center

Look over this list of things and check (   ) the things that you would like to do.

_____1. Operate real cash registers. (pages 2-6)

_____2. Have a job in a real restaurant--prepare, cook, and serve food to others in your class. (pages 7-9)

_____3. Build a project in a wood shop...maybe a birdhouse or a telegraph that really works. There is a whole list of things to build on page 16.

_____4. Design an article of clothing, or work from a pattern, and sew on a sewing machine. (pages 17-18)

_____5. Publish a newspaper with pictures and typed pages. (pages 19-20)

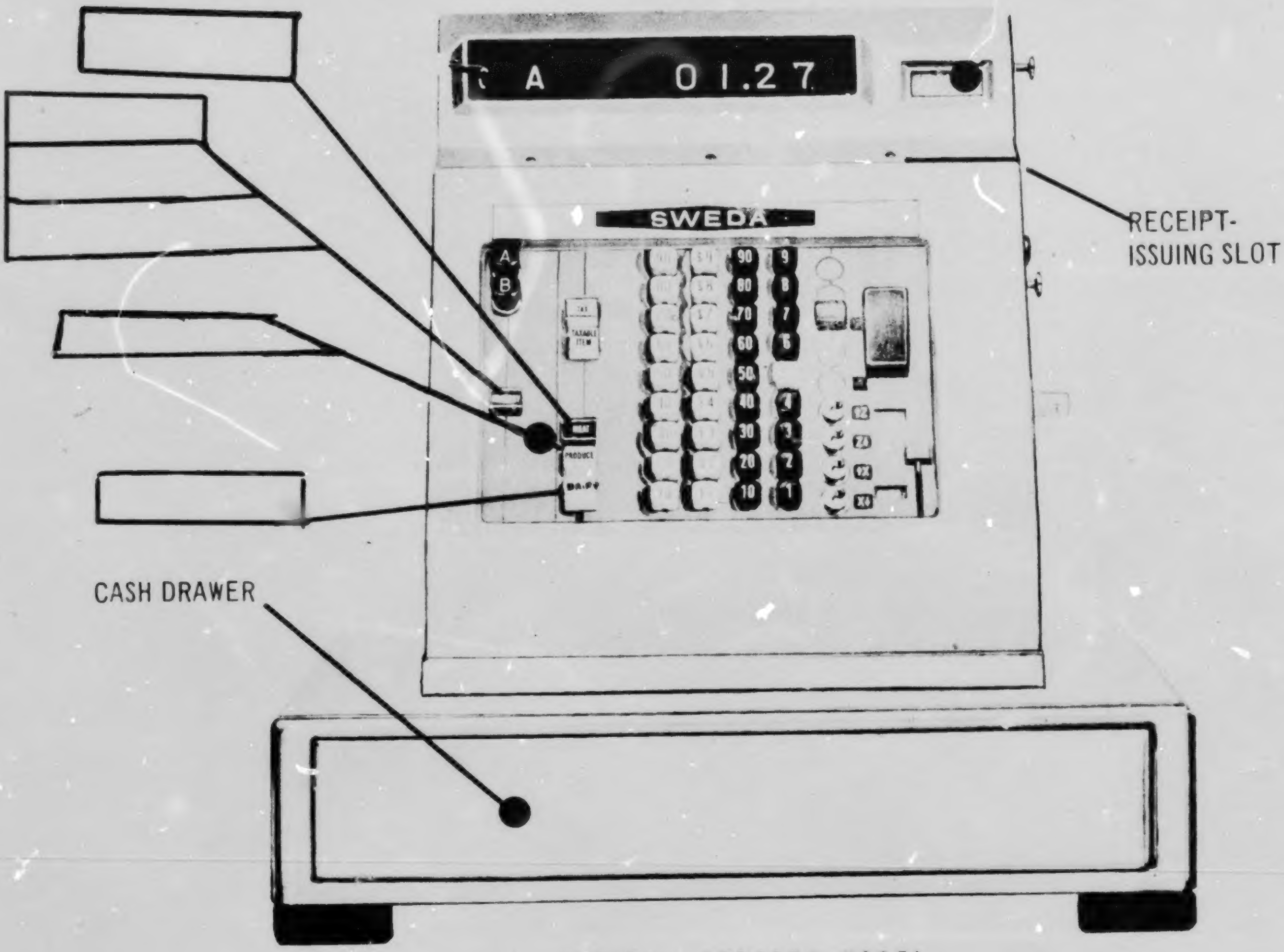
_____6. Type things on a real electric typewriter. (pages 20A-20B)

_____7. Produce and record your own classroom radio program. (pages 21-22)

_____8. Do hard math problems on a calculator (machine) and always get the correct answer. (pages 23-30)

_____9. Work with nurses taking blood pressure, using a stethoscope to hear heartbeat, and work with other medical instruments. (pages 31-34)

_____10. Sort mail in the L.I.F.E. Station post office. (page 35)


A 01.27
SWEDA
A
B
RECEIPT-ISSUING SLOT
CASH DRAWER

TYPICAL GROCERY MODEL

Using the list on the next page, put the name of these items next to the button that you would press on the cash register.

1 box Wheaties

1 steak

1 dozen eggs

3 cans vegetable soup

1 bag dog food

1 bag onions

EXAMPLES OF PRODUCTS SOLD BY DEPARTMENTS

GROCERY

Baby foods
Baking ingredients
Pet Foods
Cereals
Fish (Canned)
Seasonings
Fruit (Canned)
Juices
Soups
Laundry Supplies
Soaps (facial)
Vegetables (Canned)

MEAT

Beef
Fish
Lamb
Pork
Poultry
Veal

PRODUCE

Apples
Bananas
Cherries
Grapefruit
Grapes
Oranges
Peaches
Pears
Plums
Strawberries
Asparagus
Beans
Cabbage
Celery
Corn
Eggplant
Lettuce
Onions
Potatoes
Tomatoes

DAIRY & FROZEN FOODS

Milk
Butter
Cheese
Eggs
Dessert Toppings
Juices (fresh)
Fish
Fruits
Juices
Pasteries
Soups
Vegetables

Many times when you go the store or supermarket, you will see marked on a can 4/89. This means that you can get 4 cans of that item for 89¢. Supposing, however, you only want 3 cans of that item. You could divide 4 into 89 to see how much one can cost and multiply by that number.

You can see that if a store clerk had to stop and do all that math each time, it would slow down the store operation a great deal. So each cash register has either a "multiple" or "fractional price chart" on it.

Below are two such price charts. The numbers across the top of the chart, the 1, 2, 3, 4, 5 represent the number of items. The numbers on the side such as 3/10, 3/17 and so on mean that 3 cans cost 17¢, etc. To find the price of one item, look under the 1, to find the cost of two items, look under the 2 and so on. Practice using either chart or both charts to find out the cost of the following:

3 packs of cookies at 4/99 ____________________

1 candy bar at 3/29 ____________________

2 cans of soup at 5/43 ____________________

Price Charts

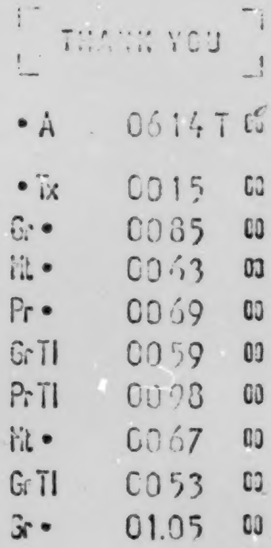
MULTIPLE PRICE CHART

	1	2	3		1	2	3	4	5
3/ 10	4	8		4/ 69	18	36	54		
3/ 17	6	12		4/ 75	19	38	57		
3/ 19	7	14		4/ 85	22	44	66		
3/ 20	7	14		4/ 89	23	46	69		
3/ 23	8	16		4/ 95	24	48	72		
3/ 25	9	18		4/100	25	50	75		
3/ 29	10	20		5/ 29	6	12	18	24	
3/ 31	11	22		5/ 43	9	18	27	36	

FRACTIONAL PRICE CHART

	1	2	3		1	2	3	4	5
3/10	4	7		4/45	12	23	34		
3/11	4	8		4/51	13	26	39		
3/17	6	12		4/59	15	30	45		
3/19	7	13		4/89	23	45	67		
3/20	7	14		4/95	24	48	72		
3/23	8	16		4/99	25	50	75		
3/25	9	17							
3/29	10	20		5/23	5	10	14	19	

DO THIS PAGE IN THE SKILL CENTER



```
THANK YOU

• A    0614 T 00

• Tx   0015   00
Gr •   0085   00
Mt •   0063   00
Pr •   0069   00
GrTI   0059   00
PrTI   0098   00
Mt •   0067   00
GrTI   0053   00
Gr •   01.05  00
```

Correct Answer

SPARTEN GROCERY STORE

	Milk (Gallon)	@ 1.05
(taxable item)	Cereal	@ .53
	Hamburg (Pound)	@ .67
(taxable item)	Oranges (Doz.)	@ .98
(taxable item)	Ice Cream (½ Gal.)	@ .59
	Potatoes (5 Lbs.)	@ .69
	Fish (2 lb.)	@ .63
	Cheese (1 Lb.)	@ .85

Taxable Total	
Tax	
Total	

HAWKEYE FOOD STORE (USE MULTIPLE PRICE CHART ON CASH REGISTER)

	2	Bread	@ 3/.79	________
(taxable item)	3	Ice Cream	@ 4/.89	________
(taxable item)	2	Candy	@ 3/.19	________
	4	Lettuce	@ 5/.47	________

Taxable Total	
Tax	
Total	

WILDCAT SUPERMARKET (USE FRACTIONAL PRICE CHART ON CASH REGISTE

	2	Bread	@ 3/.79	________
(taxable item)	3	Ice Cream	@ 4/.89	________
(taxable item)	2	Candy	@ 3/.19	________
	4	Lettuce	@ 5/.47	________

Taxable Total	
Tax	
Total	

GROCERY STORE

Cash Register

Do this sheet on the Cash Register in the Skill Van.

PRODUCT	HAWKEYE FOOD STORE	SPARTEN GROCERY	WILDCAT SUPERMARKET
Milk (gallon)	$1.05	$1.03	$.99
Bread (loaf)	.27	.25	.23
Orange Juice (can)	.20	.27	.23
Hamburger (pound)	.67	.73	.69
Fish (pound)	.63	.63	.69
Cereal (box) (txbl. Item)	.53	.47	.50
Apples (5 pounds)	.69	.79	.75
Lettuce (head)	.27	.18	.25
Potatoes (5 pounds)	.69	.79	.69
Ice Cream (½ gallon) (txbl. item)	.59	.65	.79
	Total	Total	Total

Make up your own grocery list and prices.

	Price	Item	Price
Eggs (medium) [doz.]	*$.47*		
Carrots (lb.)	*.20*		
	Total		Total

CUSTOMER JONES HAS:

- 1 HAMMER @ $5.95
- 1 MAGAZINE @ $.75
- 1 MAGAZINE @ $.95
- 1 BIRTHDAY CARD @ $.53
- 3 PENS @ 4/$.89

ALL OF THE ABOVE ITEMS ARE TAXABLE; PUSH THE **MOTOR BAR**

NOW: ENTER THE **TAX** ON THE CASH REGISTER

TAX **AMOUNT OF TAX**

CONTINUE WITH THE REST OF CUSTOMER JONES' ORDER

- 1 PKG. PRESCRIPTION Ⓡ RX PILLS @ $4.95
- 3 BTLS. COUGH MEDICINE @ 3/$.79
- 1 BOX BAND AIDS @$.75

TOTAL **MOTOR BAR**

WRITE TOTAL HERE ☐

CORRECT ANSWER

```
:...15.98 T
A...00.75
A...00.79
A.. 4.95
Tx...00.62
:...08.87 S
D...00.69
L...00.53
K...00.95
$...00.75
E...05.95
```

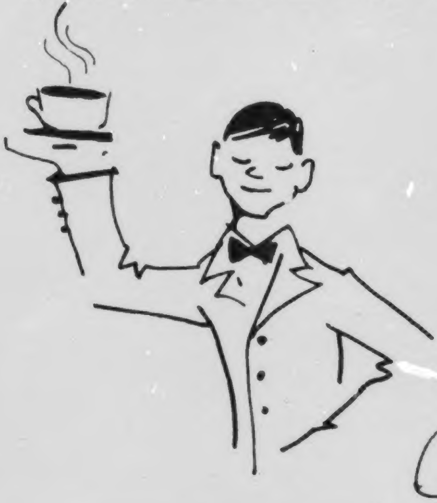
RESTAURANT CAREERS

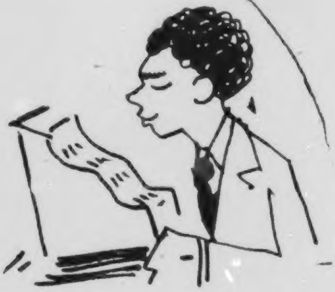
There is a Restaurant in the Skill Center.

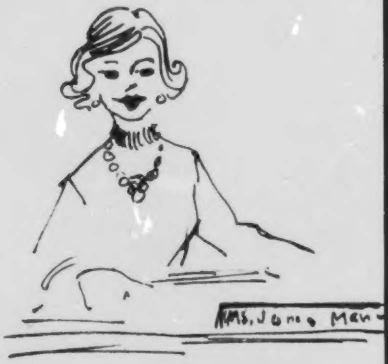
ACTIVITY: You can have a job working in a real *RESTAURANT*.

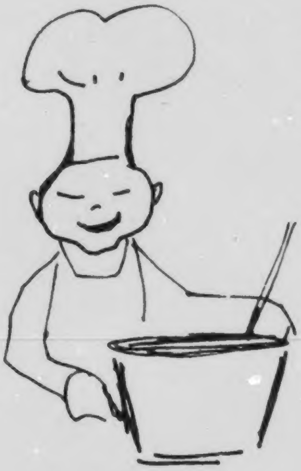
Many people are needed to make a restaurant run.

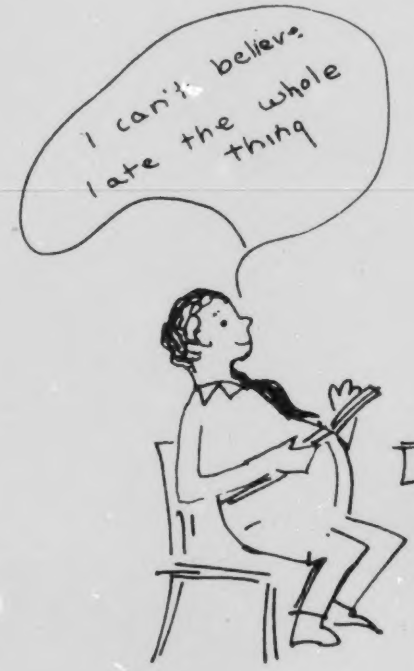
Match the picture with the job title






MS. Jones Man




I can't believe I ate the whole thing

WAITER
CASHIER
COOK
MANAGER
CUSTOMER

Which of the above pictures could be you? *(pick one)* ____________

You can do this sheet in the Skill Trainer. Use the General Merchandise Cash Register

****

A customer comes into your hardware store and buys a hammer which costs $5.98. Ring up the sale.

Did you remember to use the ONE ITEM CASH key? If not, do it over again and use ONE ITEM CASH.

The next customer wants change for the parking meter. He gives you a quarter and wants at least 2 nickels in change.

What would his change be? ________dimes ___________nickels

Now take his change out of the cash drawer.

Which key did you ring up on? ________________

Mr. Jones, a regular customer, is building some steps for his house. He has a big order:

10 lbs. nails	$ .59	
1 - ¼ x 4 x 4 boards	.79	
1 hammer	5.98	
1 screwdriver	1.19	
2 - 2 x 4 x 8 studs	.79	each
1 pkg. #10 wood screws	1.39	
1 gal. - Grey paint	4.98	

Sub Total Mr. Jones bill ____________________________________

What is the tax ____________________________________

Total plus Tax ____________________________________

How much change from a $20.00 bill? _________________________

DO THIS PAGE IN THE SKILL CENTER

RESTAURANT CASH REGISTER

GUEST CHECK

1	Chef salad	.50
1	Cake	.30
1	milk	.15
	SUB TOTAL	
	TAX	
	$6.00 AMT. TEND.	
	CHANGE ▶	

GUEST CHECK

	SUB TOTAL	
	TAX	
	$20.00 AMT. TEND.	
	CHANGE ▶	

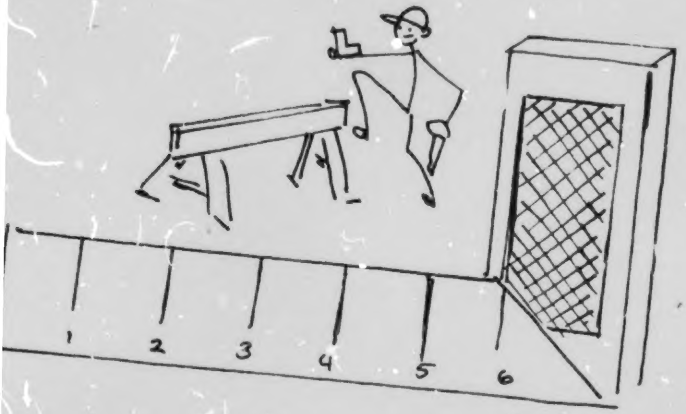
GUEST CHECK

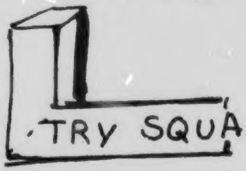
1	T BONE STEAK	
1	LARGE PEPSI	
1	CHEF SALAD	
	SUB TOTAL	
	TAX	
	$35.00 AMT. TEND	
	CHANGE ▶	

Guest Check

	SUB TOTAL	
	TAX	
	$60.00 AMT. TEND	
	CHANGE ▶	

Some Measuring Tools

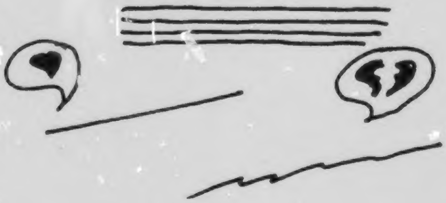


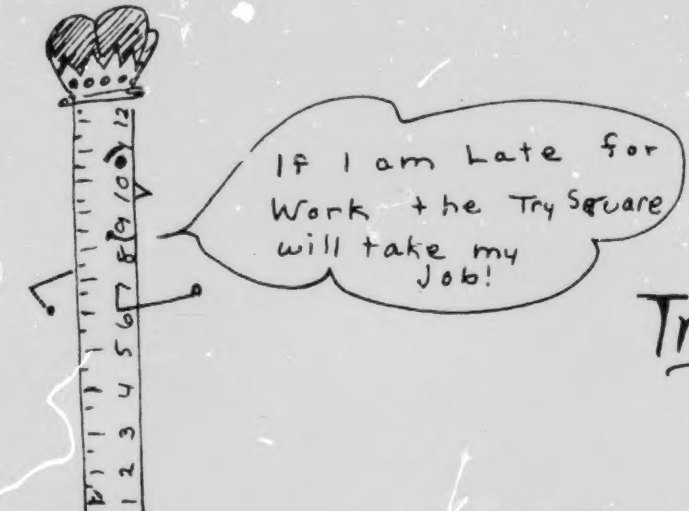


A TRY SQUARE is used to

Measure and Draw

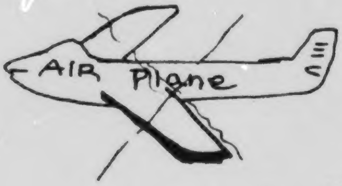
Straight Lines

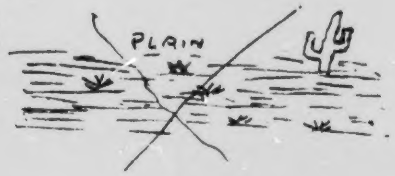


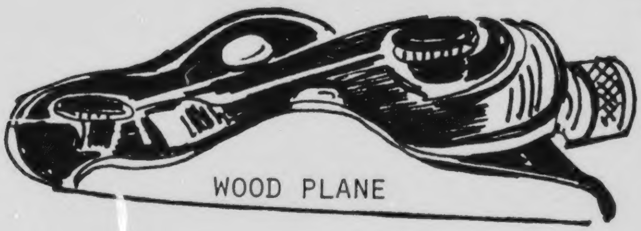

If I am Late for Work the Try Square will take my Job!
12 11 10 9 8 7 6 5 4 3 2 1

Try it....

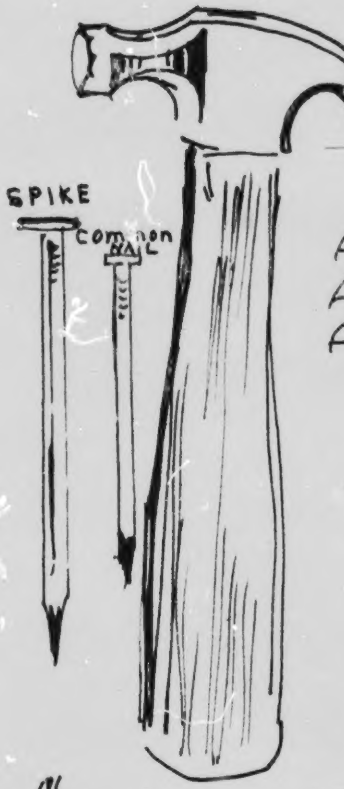
you'll like it...



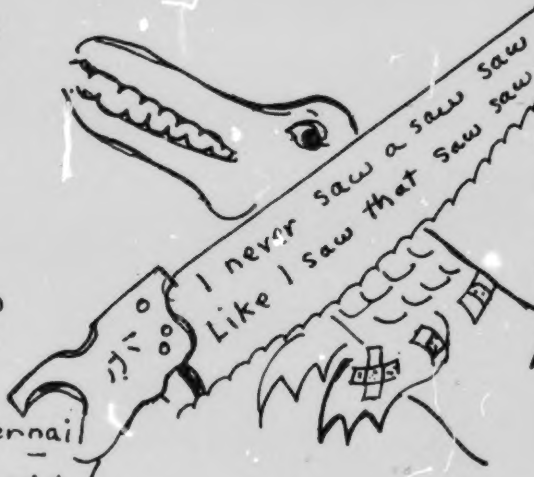


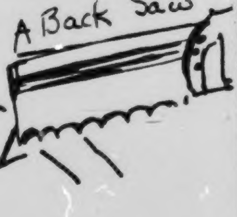


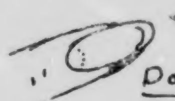
People who work with Tools

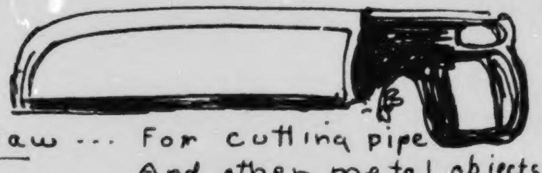


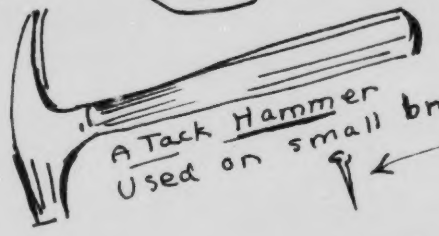
A Banger?
A Swatter?
A Hammer?

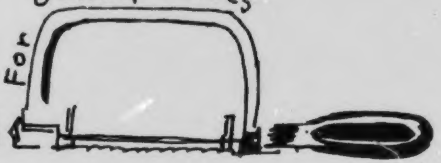

I never saw a saw saw
Like I saw that saw saw-

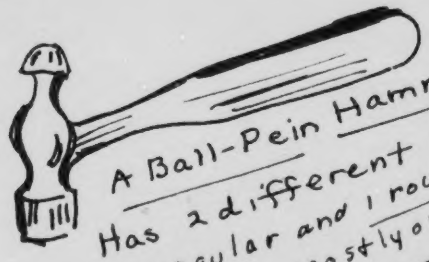

A Back Saw

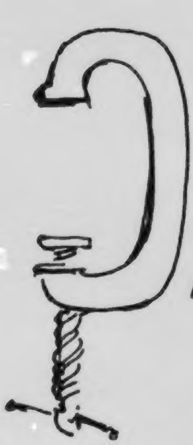

← Fingernail
Do Not Hit!

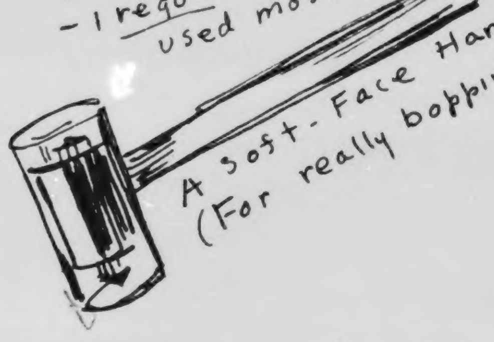

A Hack Saw ... For cutting pipe
And other metal objects


A Tack Hammer
Used on small brads

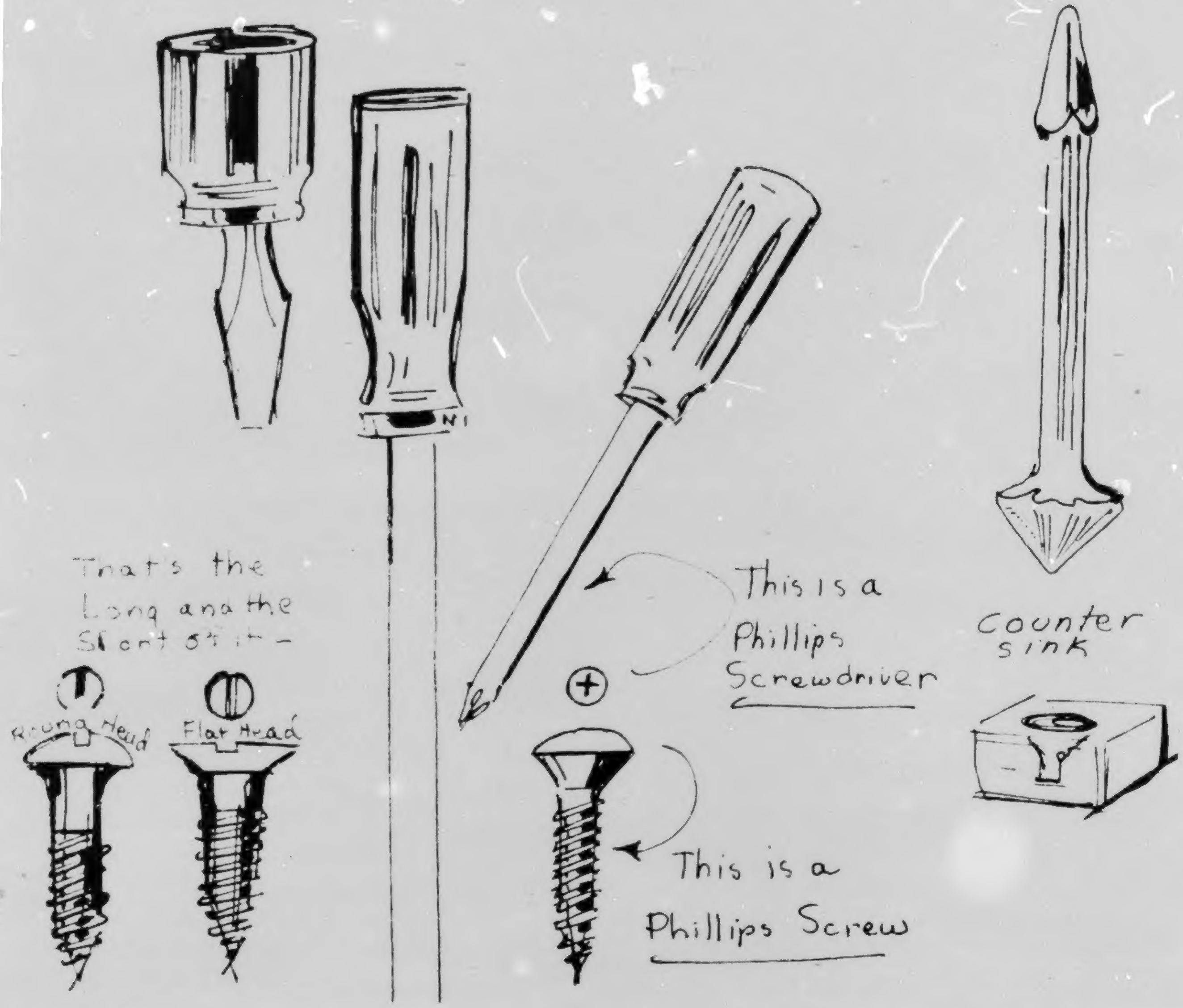

For cutting Curves
A coping Saw


A Ball-Pein Hammer
Has 2 different heads
- 1 regular and 1 round
used mostly on metal


A "C" clamp


A soft-Face Hammer.
(For really bopping things!)

And here is the Screwdriver


This is a Phillips Screwdriver
Counter sink
That's the Long and the Short of it –
Round Head
Flat Head
This is a Phillips Screw

TO WORK WITH TOOLS YOU MUST HAVE A PLAN

THIS IS A BIRDHOUSE PLAN

2 - x6 cm. x 12.7 x 17.8 sides

1 - 1.3 cm. x 12.7 x 17.8 bottom

2 - .6 cm. x 13.9 x 20.3 ends

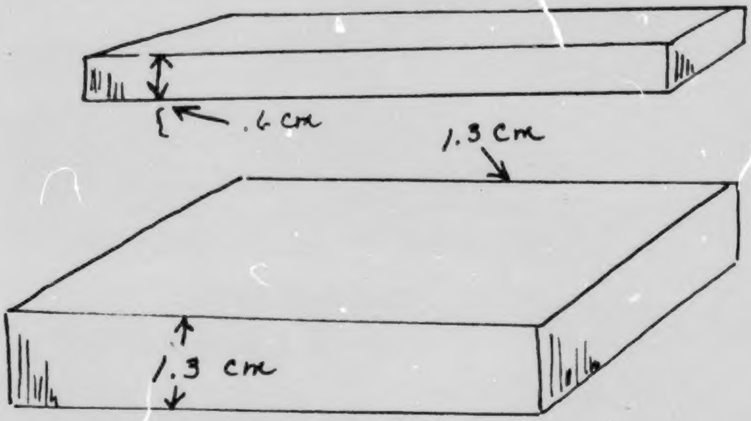
2 - .6 cm. x 12.7 x 24.1 roof

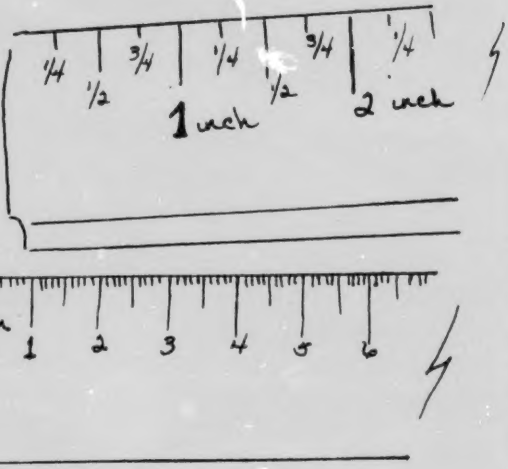
LEARN TO READ THE PLAN AND YOU CAN BUILD ANYTHING.

The first number tells you how many parts you need.

2 - .6 cm

The fraction tells which size lumber to use--HOW THICK IT IS





Take a ruler and measure the THICKNESS of each of the above boards.

Which Board is .6 cm.? ________

Which Board is 1.3 cm.? ________

The rest of the numbers are centimeters and tell how big to cut the piece.

2	—	6 cm.	X	12.7 x 17.8
number of pieces needed		thickness of wood to be used		how big the piece is to be

BIRDHOUSE

SAMPLE LESSON PLAN 12

BILL OF MATERIALS

A. 2 - .6 cm. x 12.7 . 17.8 sides

B. 2 - 1.3 cm. x 12.7 cm. x 17.8 bottom

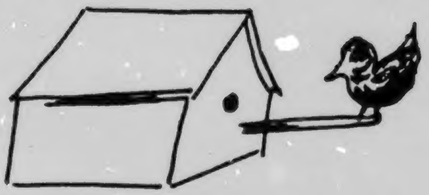
C. 2 - .6 cm. x 13.9 cm. x 20.3 ends

D. 2 - .6 cm. x 15.2 x 24.1 roof

E. 2 - .6 Dowel 10.2 long

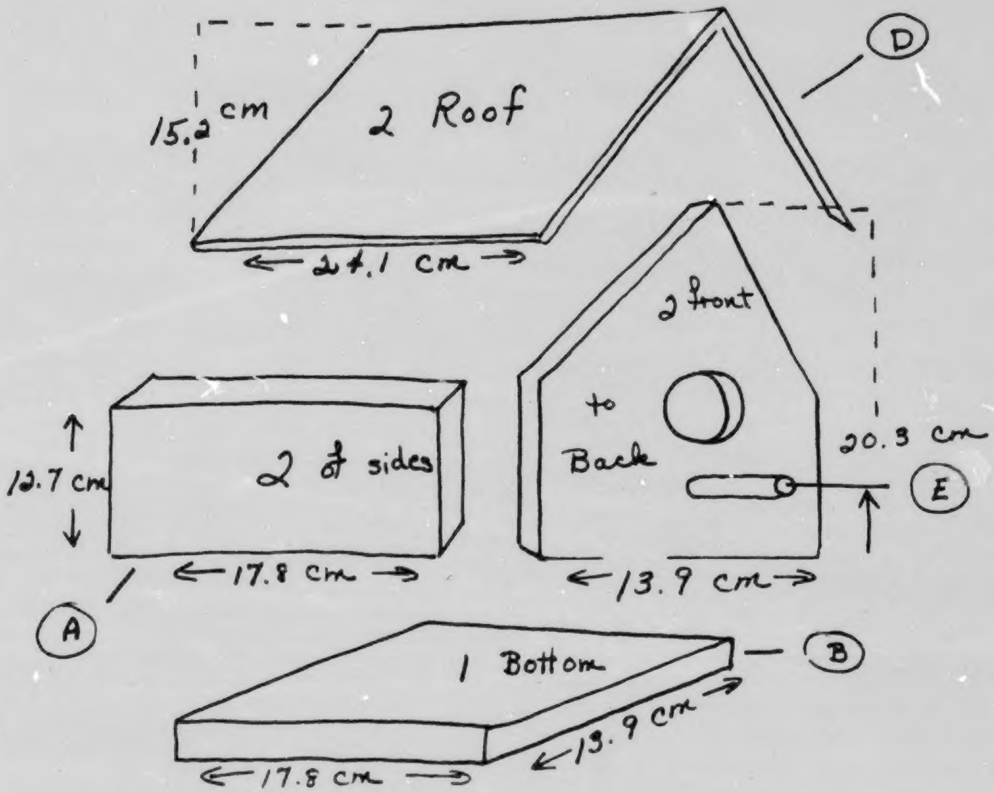
F. nails

Measure and cut out all
of the parts

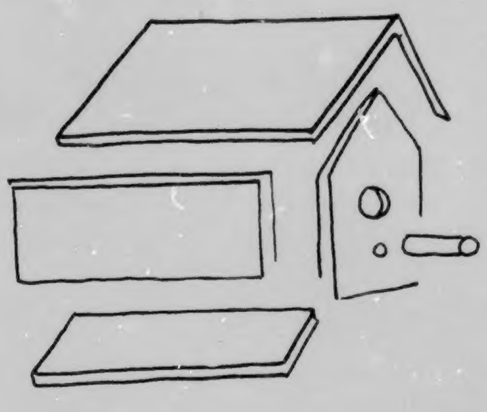


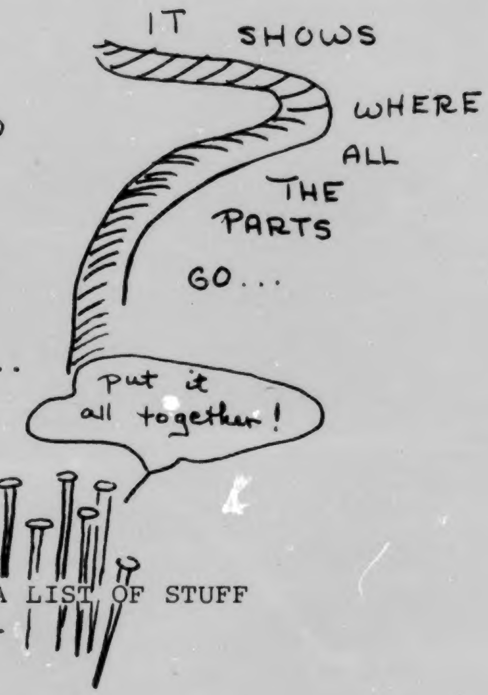
BIRDHOUSE

ASSEMBLY DRAWING


15.2 cm
2 Roof
D
24.1 cm
2 front
to
Back
20.3 cm
E
12.7 cm
2 of sides
17.8 cm
13.9 cm
A
1 Bottom
B
13.9 cm
17.8 cm

AN ASSEMBLY DRAWING IS A PICTURE ALL BROKEN APART.




IT SHOWS WHERE ALL THE PARTS GO...
put it all together!

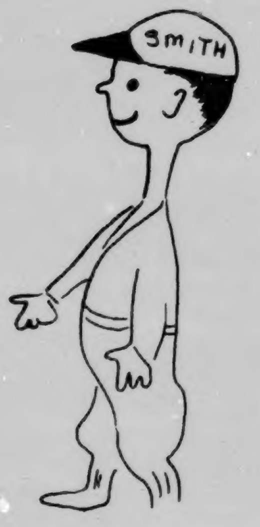
AND A BUNCH OF NAILS.......

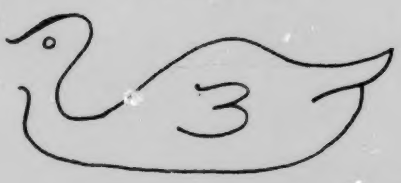
A BILL OF MATERIALS IS A LIST OF STUFF

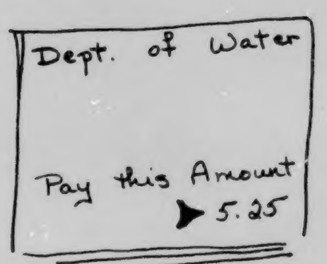
B/M

1 - 1.3 cm. x 7.6 x 15.2	A	
2 - .6 cm. x 12.7 x 17.8	B	
1 - 1.3 cm. x 7.6 x 11.4	C	

Draw a circle around a Bill of Materials
Draw a Big X through Bill Smith
Draw a Big + through a Water Bill
Draw a Bill on the Duck






Dept. of Water
Pay this Amount
▶ 5.25

IF YOU KNOW HOW TO READ A PLAN WHEN YOU GO TO THE SKILL CENTER YOU COULD BUILD:

1. wind vane
2. anemometer (measures wind speed)
3. covered wagon
4. bird house
5. telegraph
6. bird feeder
7. planter box
8. Roman Chariot
9. electro-magnetic crane
10. book case & book ends

IF YOU DO NOT UNDERSTAND PAGE 14 GO BACK OVER PAGES 13 AND 15.

THE PLAN ON PAGE 14 IS WHAT YOU WILL WORK FROM IN THE SKILL CENTER

From the list above select what you want to make. The Skill Teacher will give you the plans when you go to the Van.

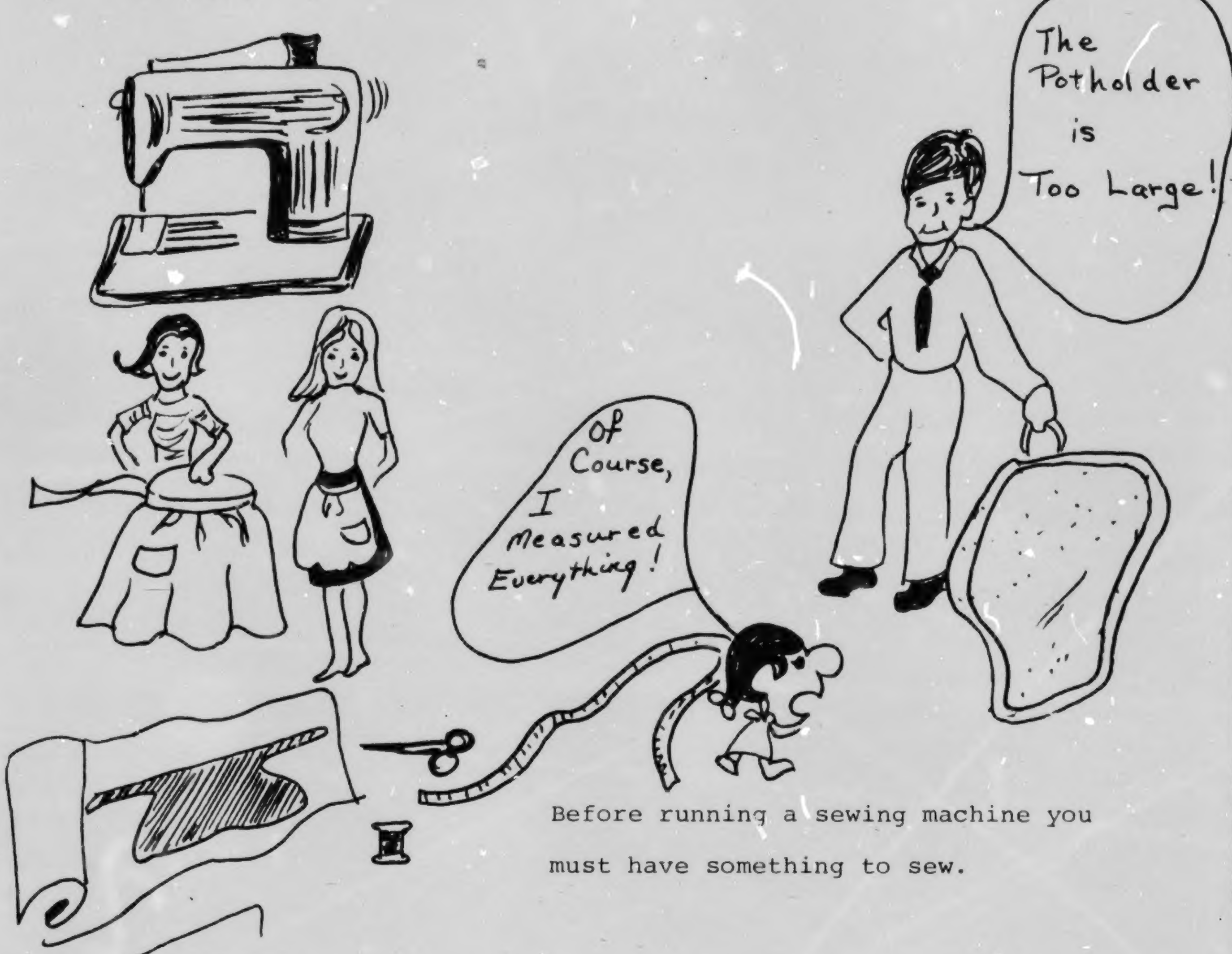
What did you choose? ______________________________

Review the different tools and their uses. These tools are all in the Van.

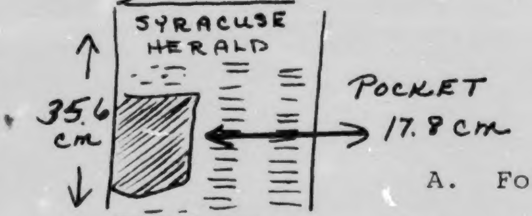
LOOK at this...

We have 2 of them

... and you can operate them

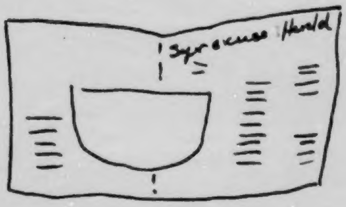

The Potholder is Too Large!
Of Course, I Measured Everything!

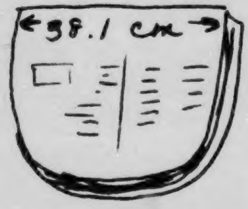
Before running a sewing machine you must have something to sew.


SYRACUSE HERALD
35.6 cm
POCKET
17.8 cm

An APRON is easy and fun for beginners.

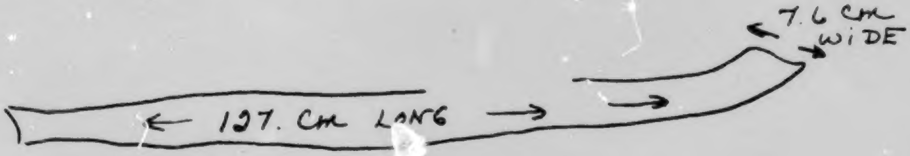
A. Fold an old newspaper and cut out 1/2 of an apron.


Syracuse Herald

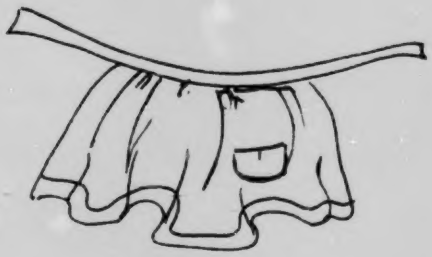


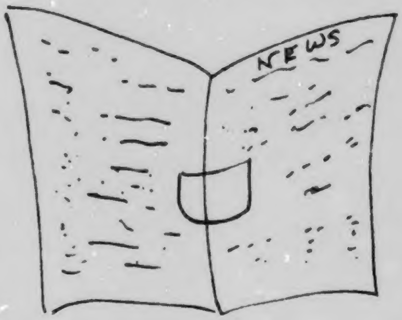
When you open the folded newspaper you will have a front piece apron pattern

B. A waist band for your apron could be 127 cm. long and 7.6 cm. wide.



C. All aprons should have a pocket. Cut out a pocket pattern from a newspaper too.





D. Either bring some material from home and cut out your newspaper pattern on that material

OR

Bring your pattern to the Skill Center and get some material there. Then cut out your pattern.

E. Use some pins and pin all of the parts together so they can be sewed on the sewing machine in the Skill Trainer.

The skill teacher will help you learn how to sew on the sewing machine.

Some of you will be using the Polaroid Camera and the typewriters in the Center. Below is a word list with some of the words you will need to know if you use the camera or typewriter.

WORD LIST FOR THE POLAROID CAMERA AND TYPEWRITER

cock(kok)- to push a lever or button until it gains and stays in a new position.

courier(kour i er) -type style used on elements of I.B.M. Selectric Typewriter.

courier italic(kour i er i tal ik)- type style used on elements of I.B.M. Selectric Typewriter.

focus(fo kus)- to adjust for perfect vision.

gothic(goth ik)- type wtyle used on I.B. M. Selectric Typewriter.

key punch(ke punch)- type style used on elements of I.B.M. Selectric Typewriter.

lever(lev er)- a button used to cock the shutter of a camera in an open position so that a picture can be taken.

orator(or a ter)- type style used on elements of I.B.M. Selectric Typewriter.

Polaroid- the brand name of the camera you sill use to take photographs in the Skill Van.

script(skript)- type style used on elements of I.B.M. Selectric Typewriter.

Selectric Typewriter(se lec trik tip rit er)- brand name of the typewriter you will use in the Skill Van.

shutter(shut er)- a device on a camera for opening and closing to expose the film and take a photograph.

type style(tip stil)- the shape and size used to reproduce the letters of the alphabet for printing on an electrice typewriter.

typing element(tip ing el e ment)- device used to change the type style on an electric typewriter.

NEWSPAPER CAREERS

EXTRA.....
READ ALL ABOUT IT!

ACTIVITY: Publish a classroom newspaper
or make a Bulletin Board.

****
* *THE SKILL TEACHER WILL* *
* *HELP YOU.* *
****

You will be given
a POLOROID camera.

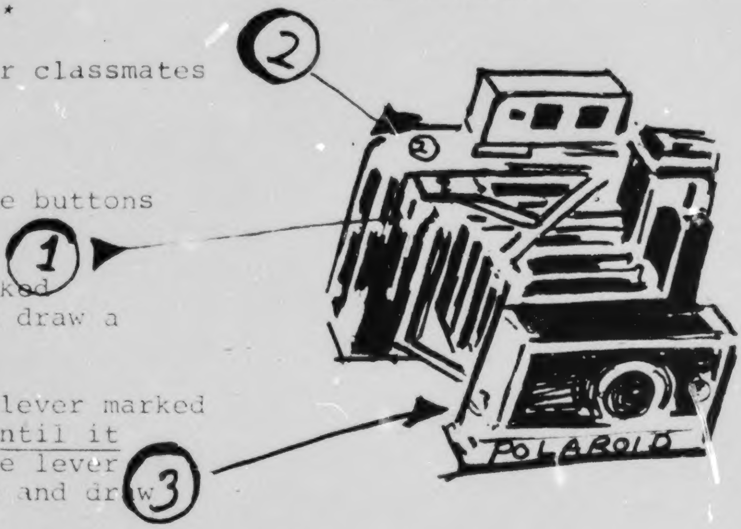
A. How to take pictures of your classmates at work.

To Operate Camera:

1. Focus Picture - slide buttons marked 1 until you see a clear picture. Find the buttons marked 1 on the picture and draw a circle around them.

2. Cock Shutter - push lever marked 3 all the way down until it stays down. Find the lever on the picture above and draw a circle around it.

3. Take Picture - push red button, 2, on top of camera. Find the button marked 2 on the picture above and draw a circle around it. (On the real camera this button is red.)



B. Write a short paragraph about the picture you have just taken.

____

____

____

____

____

____

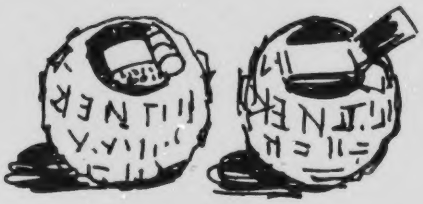
This is a picture of Sharon Brown and Carol Smith typing menus for the Restaurant in the Skill Van.

TYPING EXERCISE

TYPE THIS PARAGRAPH ON A TYPEWRITER IN THE SKILL CENTER SOME TYPISTS AND STENOGRAPHERS GET THEIR JOBS THROUGH THEIR HIGH SCHOOLS. OTHERS ARE HIRED AFTER ANSWERING WANT ADS IN THE LOCAL NEWSPAPERS OR FOLLOWING LEADS GIVEN BY AN EMPLOYEMNT SERVICE. MANY GIRLS WRITE LETTERS OF APPLICATION DIRECTLY TO COMPANIES THEY ARE INTERESTED IN; MANY APPLY IN PERSON. MANY EMPLOYERS REQUIRE APPLICANTS TO TAKE A SHORT TYPING TEST.

You may change the type style to look like this. This is done by changing the "TYPING ELEMENT"

When you look inside the typewriter and find the typing element, it looks like a golf ball with a little handle on top.



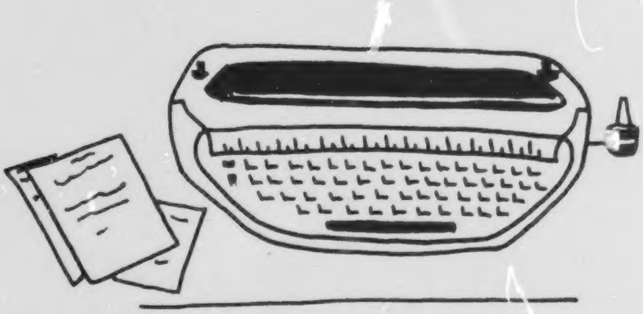
Lift up the handle and the typing element will come off the typewriter. *It can be replaced by a new one with a different* TYPE STYLE.

HOW MANY DIFFERENT TYPE STYLES CAN YOU IDENTIFY ON THIS PAGE? ________

This type style is Courier Italic in UPPER and Lower case.
This type style is Letter Gothic in UPPER and Lower case.
THIS TYPE STYLE IS ORATOR IN UPPER AND LOWER CASE.
This type style is Courier in UPPER and Lower case.
THIS TYPE STYLE IS KEY PUNCH IN LOWER CASE ONLY.
This type style is Script in UPPER and Lower case.

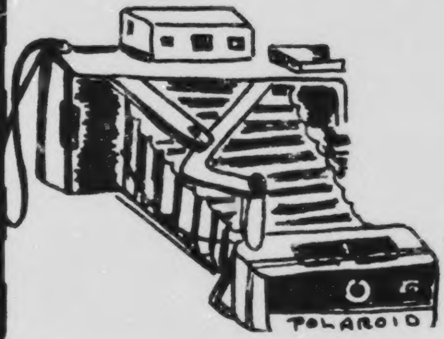
!!!
DIFFERENT STYLES ?
∞ 3 ? ! 4 ? 6

CLASSROOM PRACTICE



Look at your word list on Page 19. Without copying the paragraphs on Page 20 and 20A, how many of these words can you use?

Write a paragraph using as many of the words as you can.



SCORE

1 point for each word used

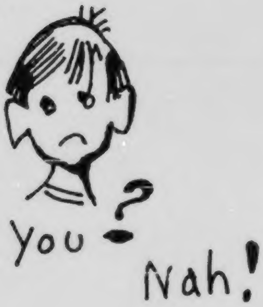
Write score here. ☐

STATION LIFE

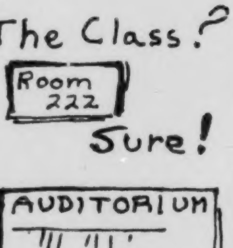
Form your classroom Radio Program.

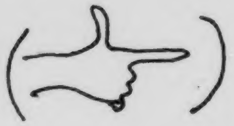
ACTIVITY: Write, produce and record your own CLASS Radio Program

BUT - WHO WOULD LISTEN TO THE PROGRAM!



Your Teacher?
Yeah-Veah!!
The Principal
Yeah!


The Class?
Room 222
Sure!
AUDITORIUM



YOU will be given a......
TAPE RECORDER
BLANK CASSETTE TAPE
SOME IDEAS

YOU NEED: People to help. Who in your class do you think would be good helpers?

__________ Producer-Director __________

__________ Announcer __________

__________ Engineer-Technician __________

__________ Script Writers __________

(Work with someone else who studied TV and Radio Careers)

SOME IDEAS:

TYPE OF SHOW:

- Interview - Talk - D.J -

1ST. - Make up and write a script.

You could tape an interview with others working in the Skill Van.

Just ask their names - What are they doing?

Ⓐ Use the following lines to write some questions you think would be good to ask.

____

____

____

____

____

____

____

____

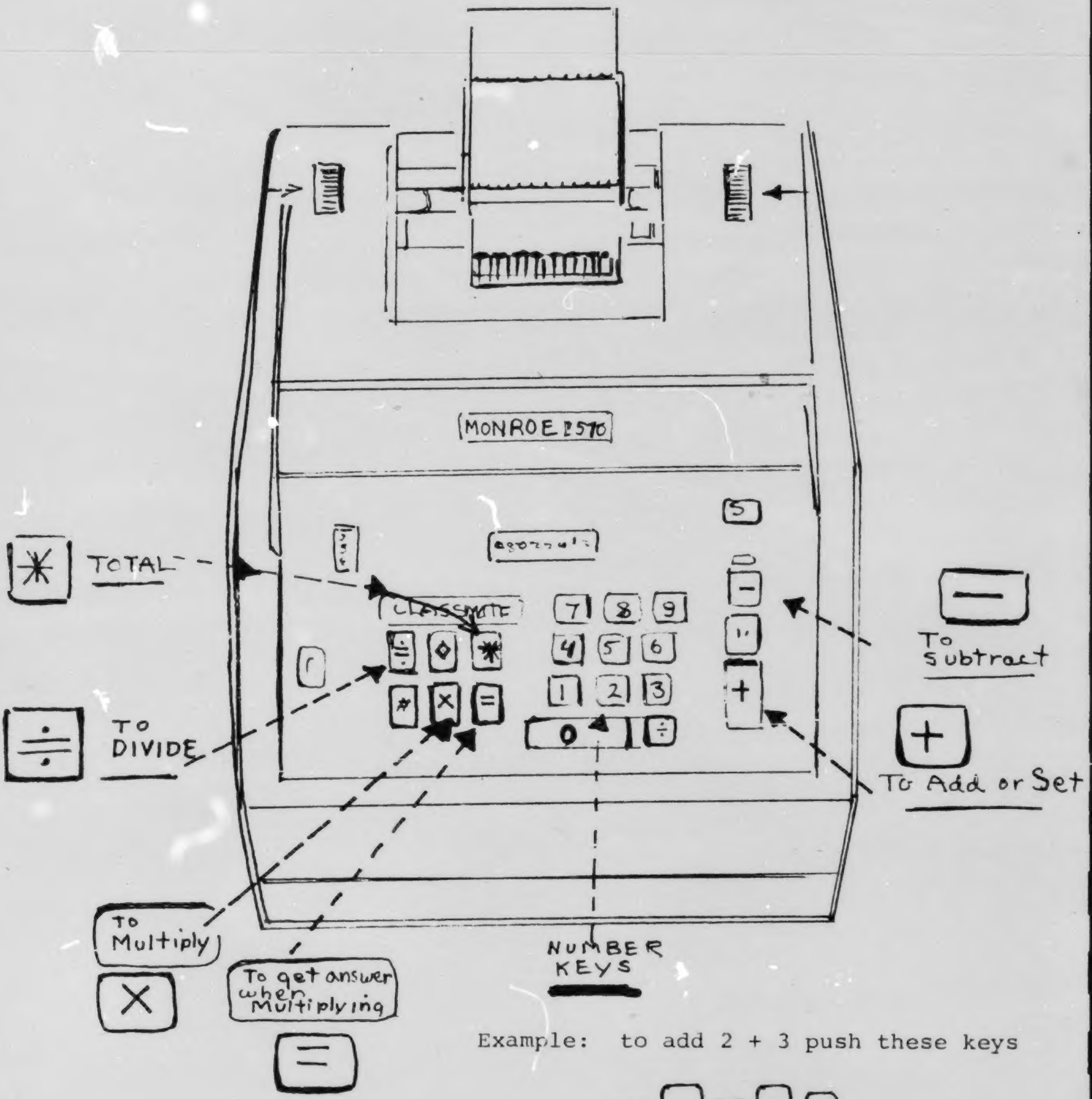
OR

Ⓑ OR USE THE INTERVIEW SHEET

1. What is your name? ____________________
2. What Career Studies did you do? ____________________
3. Which one did you like best? ____________________
4. What are some of the job titles in that career study? ____________________
5. Do you mind telling which job you would like to get? ____________________
6. What are some school subjects that you must do well in if you were to work in this kind of job? ____________________

PRINTING CALCULATOR

WILL - ADD - SUBTRACT - MULTIPLY - DIVIDE


MONROE 1570
CLASSMATE
✱ TOTAL
÷ TO DIVIDE
To Multiply
×
To get answer when Multiplying
=
NUMBER KEYS
— To subtract
+ To Add or Set

Example: to add 2 + 3 push these keys

2 + 3 + ✱

Find these keys on the picture above and draw a circle around them.

(cont'd on next page)

Fill in (below) the keys you would pust to add:

6+4

Write your answer here

5+9

Write your answer here

THINK

3+12

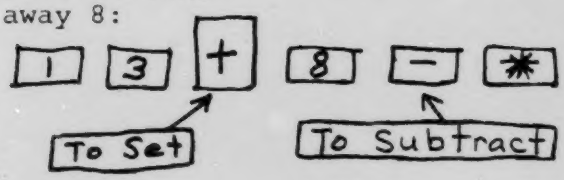
Write your answer here

SUBTRACTION IS SIMPLE ON A CALCULATOR

From the picture try to remember where you saw the key marked SUBTRACT.

Draw a subtraction sign in the key

From 13 take away 8:



GO BACK and look at the picture to see if you were right.

Do you want to do one?

1. From 15 take away 4:

Write your answer here

IT'S FUN TO MULTIPLY ON A CALCULATOR

GO BACK - look at the picture and find the keys marked

TO MULTIPLY TO GET THE ANSWER WHEN MULTIPLYING

Draw a circle around them.

Example: to multiply
5 x 4 push
these keys. $\boxed{5}\ \boxed{\times}\ \boxed{4}\ \boxed{=}$

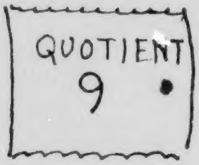
TRY TO FILL IN THE KEYS BELOW:

3 × 5 = ☐ ☐ ☐ ☐
5 × 12 = ☐ ☐ ☐ ☐ ☐
6 × 4 = ☐ ☐ ☐ ☐

DIVISION IS EASY ON A CALCULATOR

$5\overline{)45}$ (OR 45 ÷ 5)

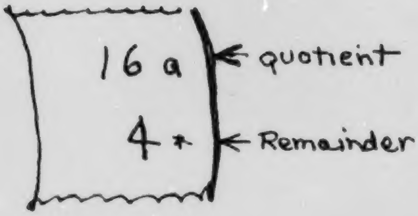
$\boxed{4}\ \boxed{5}\ \boxed{+}\ \boxed{5}\ \boxed{\div}$



Go back and look at the picture.
Which keys would you pust to do
the problem?

$5\overline{)84}$

① ☐ ☐ ☐ ☐ ☐



② $6\overline{)81}$ ☐ ☐ ☐ ☐ ☐

DO THIS PAGE IN THE SKILL CENTER

ADDITION

EXAMPLE $\boxed{}$ $\boxed{+}$ $\boxed{}$ $\boxed{+}$ $\boxed{*}$ $\boxed{\_\_\_\_\_\_}$

Do these **ADDITION** problems and write your answer.

			Answer
1.	2 $\boxed{+}$	3 $\boxed{+}$	____ $\boxed{*}$
2.	8	7	____
3.	9	12	____
4.	25	37	____
5.	1.00	7.83	____

			Answer
6.	1.23 $\boxed{+}$	4.56 $\boxed{+}$	____ $\boxed{*}$
7.	6.42	2.46	____
8.	5.09	4.91	____
9.	24.68	97.53	____
10.	50.03	70.80	____

45	52	____
97	1.05	____
85	4.50	____
9.63	8.52	____
7.41	3.57	____
2.08	84.26	____

4.56	9.87	____
1.59	6.54	____
98.35	12.22	____
80.69	3.06	____
97.31	26.17	____
18.99	75.53	____

Print these sums

a. 1 + 2 + 3 + 4 + 5 + 6 + 7 + 8 + 9 + 10 ________

b. 2 + 4 + 6 + 8 + 10 + 12 + 14 + 16 + 18 + 20 ________

c. 3 + 6 + 9 + 12 + 15 + 18 + 21 + 24 + 27 + 30 ________

d. 12 + 12 + 12 + 12 + 12 + 12 + 12 + 12 ________

e. 1 + 10 + 1.00 + 10.00 + 1000.00 ________

DO THIS PAGE IN THE SKILL CENTER

SUBTRACTION

EXAMPLE ☐ [+] ☐ [-] [*] ______

Do these problems and write your answer

1.	13 [+]	8 [-]	___ [*]
2.	17	3	___
3.	96	67	___
4.	1.00	1.	___
5.	2.37	89	___
6.	20.76	13.29	___
7.	860.05	230.16	___
8.	7,142.95	685.00	___

LET'S PLAY "SECRET SQUARE" WITH THE CALCULATOR

EXAMPLE ☐ [+] ☐ [+] ☐ [⟐] [-] [*]

1.	4 [+]	3 [+]	⟐	2	[-]	______	[*]
2.	9	8	◇	3		______	
3.	12	1	◇	3		______	
4.	10	3	◇	8		______	
5.	15	6	◇	7		______	
6.	26	51	◇	43		______	

DO THIS PAGE IN THE SKILL CENTER

MULTIPLICATION

EXAMPLE ☐ X ☐ = ______

Do these problems and write your answer down.

1.	2 X	3	______ =
2.	10	10	______
3.	26	28	______
4.	30	28	______
5.	1.17	45	______
6.	5.09	1.17	______
7.	999.99	4.56	______

26 X	37	______ =
34	86	______
1.29	5.14	______
7.60	2.04	______
29	31	______
7.03	1.22	______
1.22	7.03	______

A. 1,234,567.89 x 9 ______________________________

B. 1,234,567.89 x 18 ______________________________

C. 1,234,567.89 x 27 ______________________________

D. 1,234,567.89 x 36 ______________________________

E. 1,234,567.89 x 45 ______________________________

F. 2.58 x 10.01 ______________________________

G. 7.41 x 10.01 ______________________________

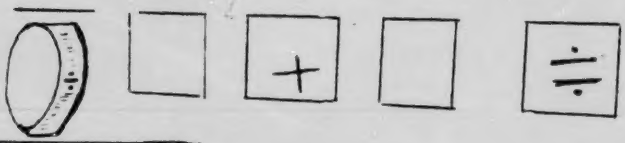
H. 5.55 x 10.01 ______________________________

I. 3.70 x 10.01 ______________________________

J. 1.01 x 10.01 ______________________________

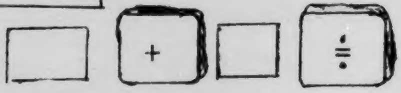
DO THIS PAGF IN THE SKILL CENTER

DIVISION



Quotient Cutoff at ÷

EXAMPLE



____

	Dividend		Divisor		Quotient/Remainder	
1.	5	÷	3	=	____	____
2.	17		6		____	____
3.	5.49		13		____	____
4.	1.73		14		____	____
5.	1.34		20		____	____
6.	49		6		____	____
7.	53		10		____	____
8.	2.14		17		____	____
9.	9.638.42		4.56		____	____

Tic – Tac – Toe – with Division

THE SAME NUMBER IN ANY DIRECTION WINS

45	9	
		5
	35	

		7

	4	

As an office worker you might be asked to work on payroll in your job. Below are some salary problems which can easily be worked out on the calculator.

1. Ms. Allen is paid $2.40 per hour. She works 40 hours a week.
   a. What is Ms. Allen's weekly salary? ______________
   b. What is Ms. Allen's yearly salary (52 weeks)? ______________

2. Mr. Bowen is paid $5.00 per hour. He works 40 hours a week.
   a. What is Mr. Bowen's weekly salary? ______________
   b. What is Mr. Bowen's yearly salary (52 weeks)? ______________

3. Mr. Cohn is paid $700 a month. He works 175 hours a month.
   a. What is Mr. Cohn's hourly salary? ______________
   b. What is Mr. Cohn's yearly salary? ______________

4. Mrs. Davis is paid $9,360 a year. She works 40 hours a week, 52 weeks a year.
   a. What is Mrs. Davis' hourly wage? ______________
   b. What is Mrs. Davis' weekly wage? ______________

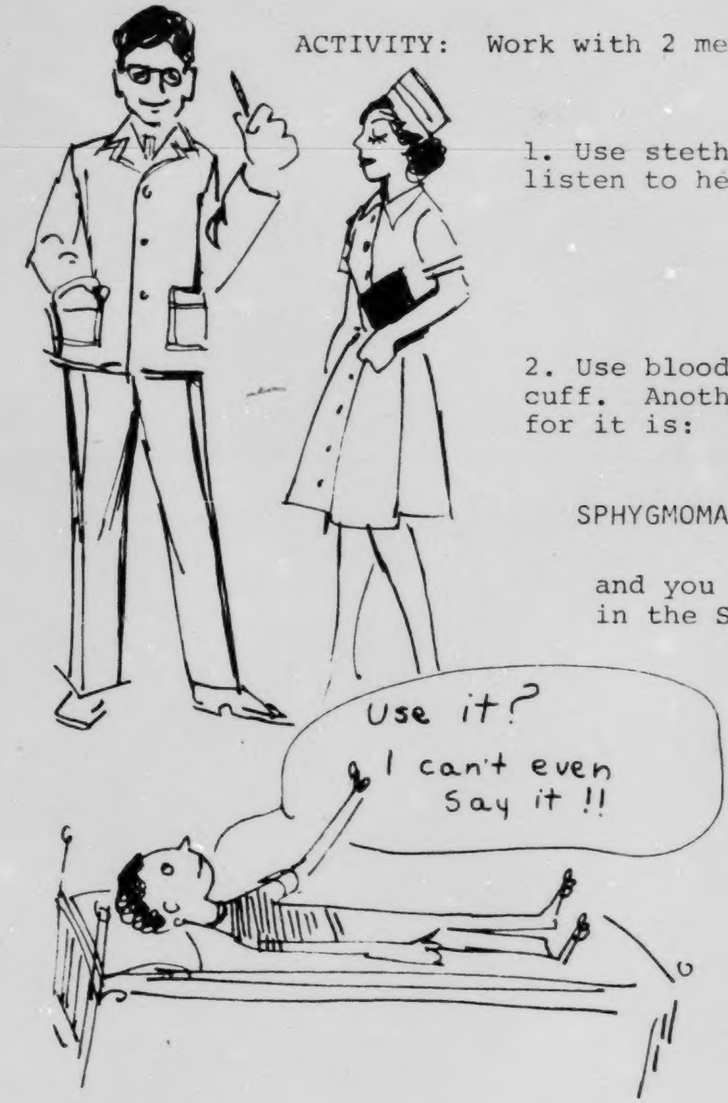
5. Mr. Evans would like to earn $210 per week. If he can earn $4.20 per hour, how many hours must he work? ______________

6. Mr. Finn hopes to work 2000 hours next year.
   a. What hourly wage must he receive to make $10,000 for the year? ______________
   b. What hourly wage must he receive to make $15,000 for the year? ______________

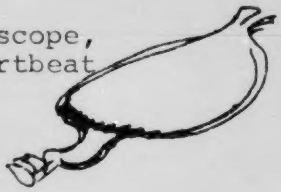
7. Miss Garcia is paid $975 a month. She works 195 hours a month.
   a. What is Miss Garcia's salary for 9 months? ______________
   b. What is Miss Garcia's hourly salary? ______________

8. What increase would you rather have, 30¢ per hour, $30 per month, or $300 per year? ______________

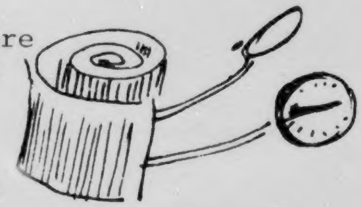
ACTIVITY: Work with 2 medical assistants in the Skill Center.


Use it?
I can't even Say it !!

1. Use stethoscope, listen to heartbeat

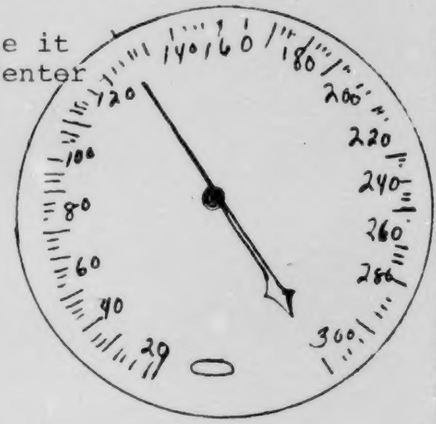


2. Use blood pressure cuff. Another word for it is:

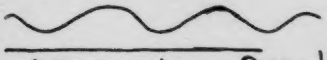


SPHYGMOMANOMETER

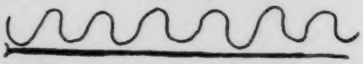
and you can use it in the Skill Center


20
40
60
80
100
120
140
160
180
200
220
240
260
280
300
0

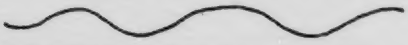
Pulse Rate



Normal ~ Regular

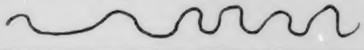


Tachycardia ~ Fast

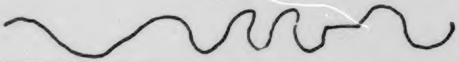


Bradycardia ~ Slow

Rhythm of Pulse

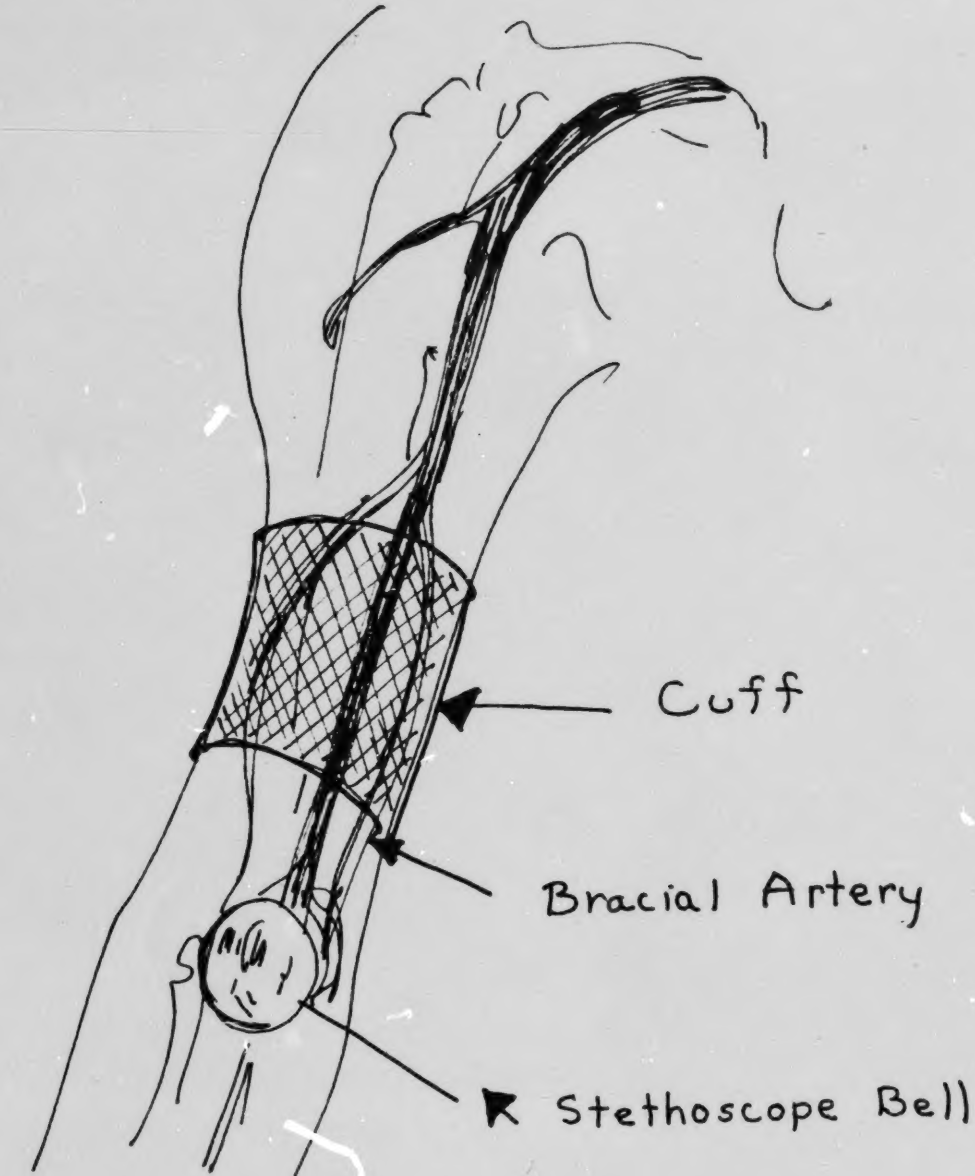


Arrhythmia ~ Irregular



Intermittent

Positioning of Blood Pressure Equipment


Cuff
Bracial Artery
Stethoscope Bell

DO THIS PAGE IN THE SKILL CENTER

NAME ______________________________

____ Name of Nurse (Medical Assistant)

____

Your blood pressure ______________ ______________

Your pulse rate ______________________

PRACTICE ON YOUR FRIEND

NAME __________________________

Blood Pressure ________ ____

Pulse Rate ______________

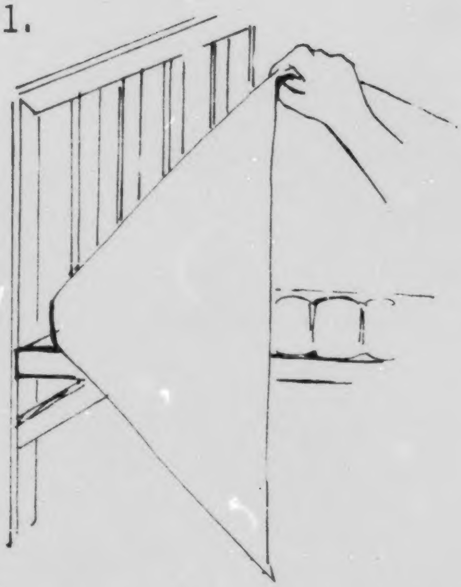
NAME __________________________

Blood Pressure ________ ________

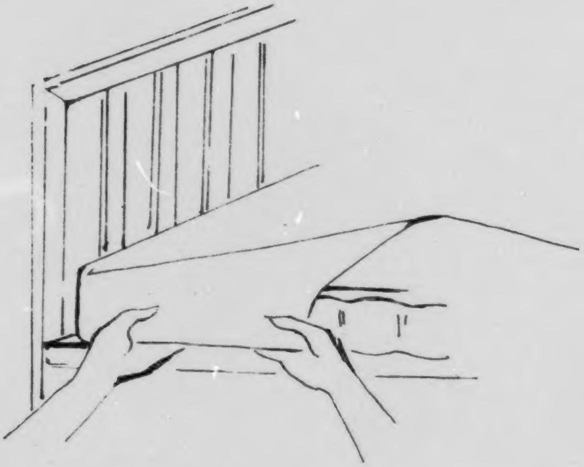
Pulse Rate ________________

MITERED CORNER

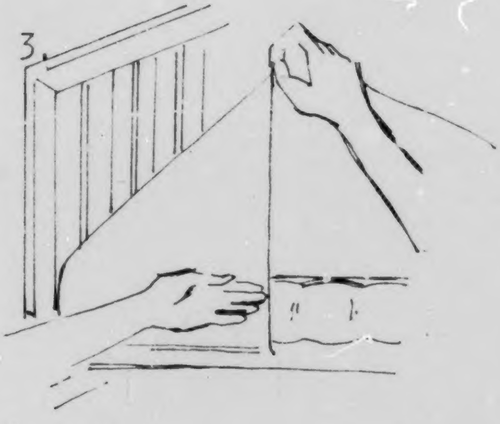
1.



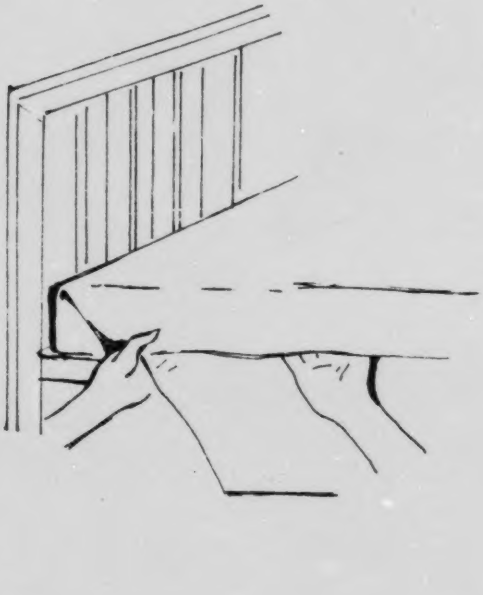
2.



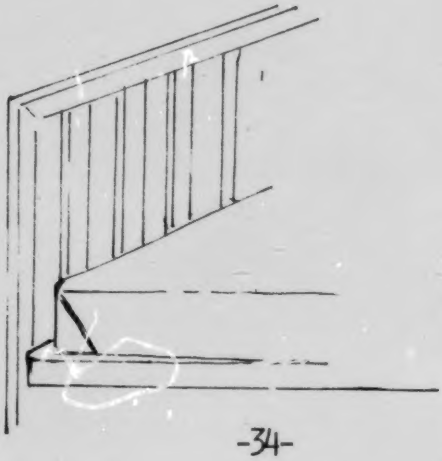
3.



4.



5.



Life Centered Curriculum

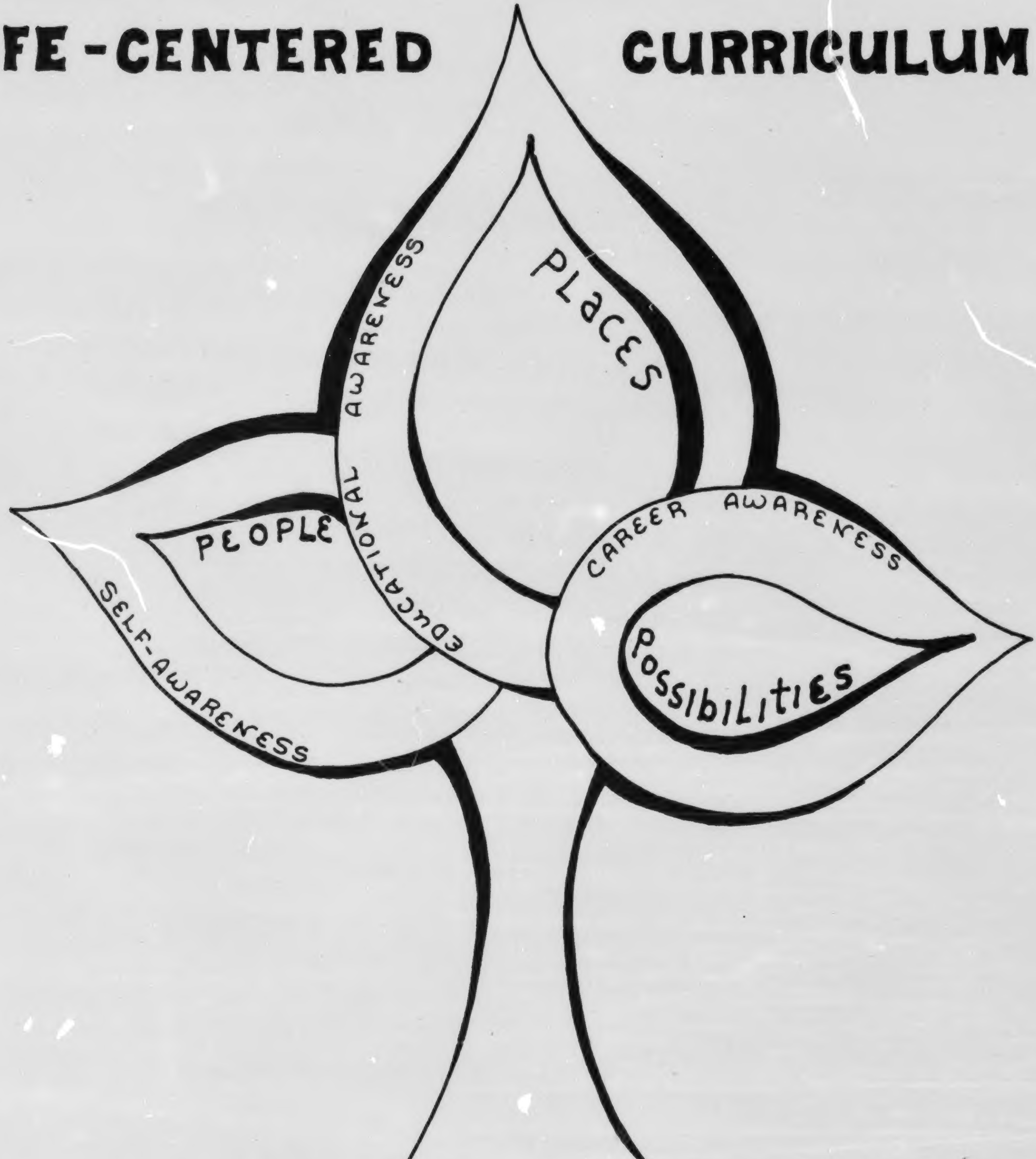
1. An Education For Life

Overview

F

BLANK PAGE
DO NOT FILM

LIFE-CENTERED CURRICULUM


PLACES
EDUCATIONAL AWARENESS
PEOPLE
SELF-AWARENESS
CAREER AWARENESS
POSSIBILITIES

"an education for life"

SYRACUSE
CITY SCHOOL DISTRICT

SYRACUSE CITY SCHOOL DISTRICT
409 W. Genesee St.
Syracuse, N.Y.

LIFE CENTERED CURRICULUM PROGRAM
(Elementary Career Education)

Rudolph Zieschang, Director
for Elementary Education

Virginia Lewis, Acting
Supervisor of Instructio

Dr. Gerald L. Cleveland
Assistant Superintendent
for Elementary Education

LIFE CENTERED CURRICULUM PROGRAM
Syracuse City School District

TABLE OF CONTENTS

Purpose -- 1

Unit Organization -- 2

Teacher Involvement and Format ----------------------------- 3

Background and Components ---------------------------------- 4

Lower Primary Units -- 6

Upper Primary Units ---------------------------------------10

Lower Intermediate Units ----------------------------------13

Mid Intermediate --16

Upper Intermediate --19

LIFE CENTERED CURRICULUM PROGRAM
(Elementary Career Education)

PURPOSE:

The Life Centered Curriculum of the Syracuse City School District is essentially a reorganization of the present elementary curriculum to include career education as an integral and inseparable component of the total educational process. Although the goal of education has always been preparation for living, Life Centered education aims to put equal emphasis on preparation for making a living as well.

In the design of the proposal to accomplish this, a "Life Centered" curriculum is seen as one in which all educational experiencs, curriculum instruction, and counseling are geared to preparation for economic independence, personal fulfillment, social responsibility, self-awareness, and an appreciation for the dignity of work.

SCOPE:

The "Life Centered" curriculum, using social studies as a point of departure, will integrate all other curriculum areas to initiate a new emphasis to elementary education. In order to achieve this goal, it is recognized that:

- the elementary school is to be viewed in its organizational approach as consisting of two levels - primary (K-3) and intermediate (4-6),
- implementation of a continuous progress approach to curriculum, based on the concept of individualization of instruction, and that
- the curriculum will be built around the unit approach.

FRAMEWORK:

The Life Centered Curriculum combines the essential elements of Self-Awareness, Career Awareness and Educational Awareness, in order to create a social studies program which will reflect the accelerated changes of the future. For the purpose of organization we have renamed the elements: Self-Awareness - People, Educational Awareness - Places, and Career Awareness - Possibilities. Each of these strands provides modes of instruction on all elementary levels. The twenty-eight units listed on the next page broaden the existing scope of the Social Studies syllabi, infuse the new awarenesses and are oriented, wherever possible, to individualized instruction.

Self-Awareness - People
Educational Awareness - Places
Career Awareness - Possibilities

LIFE CENTERED UNIT TITLES

LEVELS	PEOPLE (Self-Awareness)	PLACES (Educational Awareness)	POSSIBILITIES (Career Awareness)
LOWER PRIMARY	Little People The Family	Our Community Today	Goods and Services
UPPER PRIMARY	The World of Me The World of Us	Hometown - Syracuse	Leisure Time Changing Roles in the World of Work
LOWER INTERMEDIATE	Famous People as Workers Communications	Syracuse Long Ago Contributions of Immigrants	People Seek New Places Rewards for Work
MID-INTERMEDIATE	Who Am I? - Where Am I Going?	North and South of the Border Let Freedom Ring From Coast to Coast The Story of Our Country	Who Am I? - Where Am I Going? History of Labor
UPPER INTERMEDIATE	A World of People	World Communities Growth and Spread of Civilization	The Worlds of Tomorrow Occupational Clusters Economic Challenges

TEACHER INVOLVEMENT:

A distinct and thorough effort was made to involve all the teachers in the district through regional meetings to present the aims and processes of the proposal. As a result of these meetings, an Elementary Curriculum Revision Team was formed, with the following characteristics:

a) Each of the 31 public and 5 non-public buildings served by the proposal would have two representatives, one primary and one intermediate.
b) This committee, after thorough orientation, would be responsible for writing the twnety-eight units of instruction.
c) Each teacher on the E.C.R.T. would pilot the program in his/her classroom during the 1973-74 school year, and assist in further development of the program through feedback and evaluation.
d) A rewrite team, during summer 1974, would be responsible for using the feedback of school year 1973-74 in order to prepare units for district wide pilot 1974-75 school year.

FORMAT:

The Life Centered Curriculum units take the following form: each objective is accompanied by a variety of approaches to instruction. i.e. large group, small group or independent strategies and student activity sheets. The intent of this variety of strategies for each objective is to provide alternatives for the teacher to meet the learning needs of the individuals in the classroom.

THE PILOT:

During the limited pilot (1973-74) year, and district wide pilot (1974-75) year, much stress will be placed upon expansion of the units and refinement of strategies as they are used in the classroom. A primary goal is to supplement these strategies with new ones that the teachers have found successful. The result? An ever developing, student centered, teacher written program of learning activities, which infuses the entire educational process with the concepts of career education, an education for life.

THE SYRACUSE COMMUNITY:

The Life Centered Curriculum recognizes that local business and industry has much to contribute to the relevance of public education and that utilizing existing community resources is one of the best ways to maximize instruction. For this reason, representatives of local business and industry, parent and community groups have been enlisted as members of the Elementary Curriculum Revision Team and have added their perspective to the developing instructional materials. The Syracuse community serves as a source of resource persons, teaching materials, field trip sites, consultants and advisors to the School District.

FIRST PROPOSAL:

The Life Centered Curriculum Program in the Syracuse City School District had its roots in the exemplary career education program, initiated in the District in 1970. The main thrust of this program has been to introduce the concept of career education into the elementary grades, while at the same time seeking the cooperation of business and industry in the Syracuse area.

BACKGROUND AND COMPONENTS:

The program begins in the fifth grade with a unit entitled, An Introduction to the World of Work. This is a consumable student workbook designed to meet the following objectives:

1 - to develop an awareness of the world of work by completion of a program of self-assessment in relationship to careers
2 - to develop an understanding of the relationship of school to work
3 - to develop an understanding of the meaning of work in our economic system including such concepts as Division of Labor and interdependence, and the importance of work
4 - build an understanding of the vocabulary of the world of work.

The sixth grade program is a broader and more intensive effort, primarily social studies and language arts, aimed at increasing the child's awareness of the world of work as part of his developing self. It takes the following form:

a) Classroom Orientation - a review of the fifth grade Introduction to the World of Work, with additional lessons on Social Security, applications, interviews, labor, management, etc.
b) Career Center - each classroom makes two full morning visits to the Center in Franklin elementary school. Here are housed seventeen large learning stations, each one depicting a job family representative of opportunities in the Syracuse area. Local industrial and business concerns have cooperated in furnishing these exhibits which are clever, unusual, and thought provoking. These visits provide a springboard for a worthwhile study of the world of work as they provide direct contact with the employees viewpoint in career information. Through directed activity in each booth, the student gathers information about career ladders, job requirements and the nature of work in that career area.
c) Individualized Career Studies - the instructional heart of the program is in the completion of these self-directed studies. From a list of twenty-one job families, each student makes three choices depending on his/her interests. Each of the twenty-one multi-modal studies has been prepared on three ability levels, and the teacher prescribes the correct level for each child. In addition, each classroom is provided with a trunk of all the resource materials necessary for the students to progress independently through their studies. Built into this portion of the program are as many "out of classroom" activities as possible, e.g. field trips, resource people, parent involvement, etc. The overall result is a highly motivating classroom experience for each student, utilizing social studies and language arts to achieve career awareness, while developing responsibility through self-directed study.

LIST OF CAREER STUDIES AVAILABLE: Airport Workers, People Who Work with Animals, Auto Workers, People Who Work in Conservation, Cosmetology, Fashion and Clothing Careers, Firefighters, Health Careers, Careers in Heavy Construction, Careers in House Construction, Hospital Careers, Newspaper Careers, Post Office Workers, Careers in Restaurant Work, School Workers, Store Workers, Telephone Workers, Careers in T.V. and Radio, Careers in Transportation.

d) The Skill-Trainer Laboratory - The culminating experience of the program takes place for each child in the Skill Trainer Laboratory. During three half day visits, the student is able to have hands-on experiences with the job families he/she has been studying and observing. Here the student is able to "taste" what it is like to practice the skills associated with his/her expanding field of interest. Children in the Skill Trainer Laboratory demonstrate a remarkable degree of involvement in their tasks; not only are they applying basic reading and math skills to their projects, but also they experience unusual motivation through independent progress.

This entire program for grades 5-6 was written by a team of ten classroom teachers from Syracuse in March 1970. After a thorough inservice prior to implementation, the career studies were field tested for one year in thirty-eight classrooms. This provided feedback, revision and expansion of the materials by the original writing team. Since then, this program has been used in sixty-five sixth grade classes and ninety-five fifth grade classes each year.

Having been proved overwhelmingly successful, various activities of this grade 5-6 program will be written in as strategies of the Life Centered Curriculum units.

The 1974-75 school year will see the Life Centered curriculum being pilot tested on a destrict wide basis in the Syracuse City School District.

LIFE CENTERED CURRICULUM PROGRAM
Syracuse City School District

LIFE CENTERED UNIT ABSTRACTS

LOWER PRIMARY

SELF AWARENESS

LITTLE PEOPLE

Section I - Purpose: To develop a positive self-awareness and self-consciousness of ones body image.

Objective 1: The student will demonstrate exercises, floor stunts, game playing movement activities, ball tossing, throwing and catching, game playing and dance, with smooth natural performance as measured by the teacher.

Purpose:
1. To develop the ability to accept defeat when "caught" while playing a game.
2. To develop a fundamental attitude of caring and care-taking of others during a game.

Objective 2: The student will exercise respect for the idea of fair play in competition.

Section II -Purpose: To develop self-awareness.

Objective: The student responds with self-confidence and assertiveness in familiar and unfamiliar situations.

Section III - Purpose: Contributive involvement in any group; Self-awareness - Myself, as One of Others.

Objective 1: The student receives input, values it, and reacts to it with patience and confidence, as observed by the Teacher; also, the student integrates a spirit of interdependence and participates fairly in responsible give-and-take.

Objective 2: The student should be able to recognize that there are some situations in which she/he cannot manage alone.

Objective 3: The student should be able to recognize that some rules are necessary to help people get along with each other.

LIFE CENTERED UNIT ABSTRACTS (cont'd) LOWER PRIMARY SELF-AWARENESS

THE FAMILY

Purpose: The child's initial concept of work is the one presented to him/her by his/her family. We seek to develop the awareness that certain jobs and tasks are necessary for the maintenance and functioning of the family unit.

Objectives:

1. The child will be able to depict his/her own family unit either verbally or non-verbally.
2. The child will tell or be able to represent basic tasks performed by family members within the home and the community. He or she will also illustrate how members of a family are interdependent.
3. The child will illustrate and/or explain his/her concept of work.
4. The child will discover that people in the family work for various rewards.
5. The child will become aware of families in other times and other places.

EDUCATIONAL AWARENESS

OUR COMMUNITY TODAY

Purpose: The focus of this unit is the neighborhood near the school. Included are the people buildings workers and natural objects that make up the neighborhood. There is also an introduction to directional terms and map reading.

Objectives:
1. The child will be able to associate the names of people who work in school with their titles and tell what they do.
2. The child will draw different things found in the school neighborhood.
3. The child will be able to match the job with the tools of a worker in the neighborhood near the school.
4. In a given situation the child will be able to tell what would happen if a particular worker did not do his/her job.
5. In a given situation the child will be able to tell why a rule/law is necessary in a home, school and outside the school grounds.
6. Using a map of the class, school or neighborhood near the school, the child will be able to:
    - A. understand the relationship between the area and its actual representation on a map,
    - B. understand that symbol[illegible]d for objects and places,
    - C. understand directiona[illegible]
    - D. demonstrate the usefu[illegible]aps.

CAREER AWARENESS

GOODS AND SERVICES

Purposes: Provide an awareness and appreciation of the vast number of goods and services in our homes, schools, and communities.

1. The goods and services you use are produced and delivered in different ways.
2. All work is worthy of dignity and respect.
3. Many factors determine the kind of goods and services a person may need.

Objectives:

1. The students will demonstrate the understanding of human's basic needs by identifying essentials of any person, essentials of any family.

2. Given a series of five pictures the child will be able to tell which ones provide services.

3. Given a series of five pictures the child will be able to tell which ones provide goods.

4. Given a series of five pictures the child will be able to tell which workers provide goods and which workers provide services in the community.

5. The child will be able to name three goods and three services used by his family.

6. The child will be able to name three goods and three services that money is needed to obtain.

SELF-AWARENESS

THE WORLD OF ME

Purpose: To deal with the development of abilities, skills and interests that relate to an awareness of self. These include necessary personal skills, perception of self, self-interests, decision making and its consequences, achievements, responsibilities, and organization.

Objectives:
1. The child will be able to describe his/her perception of him/herself.
2. The child will be able to identify skills he/she is both proficient in and needs to develop and also master new skills.
3. The child will be involved in making decisions and will give examples of condequences related to their decision.
4. The student will demonstrate the ability to set goals, follow through on specific tasks and be able to deal with possible failure.

THE WORLD OF US

Purpose: Through the exploration and development of a positive self-concept, the student will understand the importance of getting along with others.

Objectives:
1. Students will develop a positive self-concept.
2. Students will become aware of and accept the similarities and differences which distinguish individuals.
3. The student will recognize and be sensitive to the feelings, desires, needs and problems of others.
4. The student will recognize the value of cooperation between persons and that each person has a contribution to make to the group.
5. The student will understand that all humans make mistakes and will accept error as a normal step toward positive positive growth.
6. The student will demonstrate in their relationships awareness that they, themselves, are not only receivers but also active givers.

EDUCATIONAL AWARENESS

HOMETOWN - SYRACUSE

Purpose: To learn what people, services and facilities make up our community and to understand their interdependence. Emphasis to be placed on recreation, education, communication.

Objectives:

1. To identify the concept of a city through maps and a study of: a) city workers b) city dwellers c) consumers.
2. To identify some city officials and their jobs.
3. To identify and describe the public services within the city community.
4. To identify and describe various types of business, commercial and industrial services in our city community.
5. To identify and describe various types of educational, recreational and cultural opportunities in our city.
6. To examine the housing available in the city and the advantages of being a city dweller.

CAREER AWARENESS

CHANGING ROLES IN THE WORLD OF WORK

Purpose: To develop understanding that roles of people change and require growth and adaptation.

Objectives:

1. Student will be able to define different changes people encounter.

2. Student will be able to identify how technology has caused role changes.

3. The student will be able to explore how roles within society have changed.

4. The student will be able to identify how the environment influences role changes.

5. The student will be able to identify the processes through which we must move to effect growth and change in our job careers.

LEISURE TIME

Purpose: To understand how leisure time has expanded, created new jobs and changed our way of life.

Objectives:

1. The student will be able to write or state examples of how leisure time has created jobs.

2. The student will be able to list 5 or more ways that technology has increased leisure time.

3. The student will be able to explain how leisure time will broaden our lives.

4. The student will be able to demonstrate a personal interest in a particular Leisure Time Activity.

SELF-AWARENESS

FAMOUS PEOPLE AS WORKERS

Purpose: Each child will be informed about famous people as workers in the 15 occupational clusters (past and present), personality attributes relating to success, and dependence of workers on past accomplishments.

Objectives:
1. To identify famous people who have contributed to more than one occupational cluster.
2. To be able to summarize that within each cluster there have been opportunities for contributions to the progress of mankind which have been capitalized upon.
3. The student will develop an awareness of how a famous worker is dependent upon the accomplishments of past workers.
4. To compare and define the personality attributes a person can possess which will be related to his/her success.
5. To be able to demonstrate and articulate his/her personal identification with a famous worker.

COMMUNICATIONS

Purpose: The students will develop skills of successful communications by examining the ways messages are developed, sent and received.

Objectives:

1. The student will be able to define communication orally and some of the ways it has developed.

2. The student will be able to clearly communicate a verbal message.

3. The student will be able to develop a clear written message that another person is able to understand.

4. The student will be able to listen to a message and demonstrate an ability to interpret what is being sent.

5. The student will be able to send several non-verbal messages.

6. The student will be able to evaluate several messages for their accuracy.

EDUCATIONAL AWARENESS

SYRACUSE LONG AGO

Purpose: To show the Syracuse Community had a definite historical and economic development which was dependent upon geological and geographical facotrs and the ideas and work contributions of various leaders and various groups of people.

Objectives:

1. Describe features of local American Indian culture and its place in the history of our community.
2. Summarize the role of the French soldiers, fur traders, and missionaries who preceded the first white settlers.
3. State the contributions of the early area settlers, pointing out the ideas, customs and work contributions of various leaders and groups of people.
4. Recognize, describe, and locate the topographical features of the Syracuse area.
5. Relate the history of business and industry in Syracuse to the growth of our area.
6. Reconstruct the transportation history of the Syracuse area, including roads, canals, and railroads.

CONTRIBUTIONS OF IMMIGRANTS

Purpose: To have pupils develop an understanding of the meaning of the term immigrants, where these people came from and why and how they met, the problems they faced here and their contributions to American society.

Objectives:

1. Student will demonstrate understanding of the meaning of the term immigrant.
2. A. Student will be able to state the main reasons for immigration and for people moving from one place to another.
   B. Student will demonstrate ability to make and interpret graphs to show when and where immigrants from another country came to the United States.
3. Student will demonstrate knowledge of some specific contributions made by immigrants.
4. Student will be able to give reasons why immigrants congregated within the same locality.
5. Student will demonstrate understanding, awareness that job choice of an individual is affected by many factors.
6. Student will demonstrate ability to compare the types of jobs available now to those jobs which were available during the peak of immigration.

CAREER-AWARENESS

PEOPLE SEEK NEW PLACES

Purpose: To show how the changing needs of an individual or a group can lead people to seek new places. There are some influences over which people have little or no control that determine where they live and work. There are other situations when people choose to live and work in a particular community.

ctives:
1. The student will be able to describe some of the reasons why people of similar cultural groups live in a particular community. (religious or ethnic)
2. The student will explain the economic reasons that would influence peoples decision to locate or re-locate in a community.
3. The student will investigate and describe some of the social pressures that affect people and prompt them to move to different communities or force them to remain where they are.
4. Identify some of the geographical features or physical factors including climate that influenced the location of communities or their decline.
5. The student will be able to describe some political influences that have caused people to locate or re-locate in a particular community.
6. The student will explore the reactions of families or people to relocation in a new community.

REWARDS FOR WORK

Purpose: Through history people have sought to satisfy their basic needs, consisting of food, clothing, shelter and love. However, their ability to satisfy there needs depended upon how they interacted with others. This interaction resulted in people becoming more dependent upon one another.

Objectives:
1. To develop through a historical perspective how people's basic needs are met.
2. To develop in each child the appreciation of others interacting with their lives to satisfy their needs.
3. To experience the variety of rewards that one can obtain as a result of work.
4. To understand that an individual's life experiences have a direct effect on the rewards that one derives.
5. To demonstrate that one's degree of success in life is directly related to personal involvement and individual preparation.
6. To show that the sharing of one's experiences with others can bring happiness and fulfillment to both the individual and society.

SELF-AWARENESS and CAREER AWARENESS

WHO AM I? - WHERE AM I GOING?

Purpose: To gain an understanding of the need to develop one's own unique characteristics and personality; to understand the factors that influence individual differences; to understand the relationship of school to work; to develop an understanding of the meaning and vocabulary of work in our economic system and to gain an appreciation and respect for the way society benefits from many people's unique contributions.

Objectives: Child will be able to:

1. Understand more about himself/herself and others through exploration of like and dislikes, personality traits, interests and identify types of jobs and working conditions which appeal to his/her own interests and abilities.
2. Identify ways by which one learns and perceives ideas, behavior, values, and to analyze his/her own ideas, behavior, and values with regard to decision making and his/her future life.
3. Realize that many attitudes and habits relating to school will have an influence on an individual's success in the world of work.
4. Understand what a job is and the various ways of classfying occupation.
5. Understand that an advanced technological society depends on many different people performing many types of work that their functions are interdependent and that people's choice of occupations affect their life styles.

EDUCATIONAL AWARENESS

NORTH AND SOUTH OF THE BORDER

Purpose: To explore the lands north and south of the borders of the United States (Canada and Latin America, which is composed of Mexico, Central America and South America) with an emphasis on their peoples and cultures.

Note to the Teacher: Because of the abundance of material dealing with Canada and Latin America, no attempt is made here to create or duplicate a student text. A number of excellent ones are already available. It is intended that all available texts as well as other resource materials and audio visuals be used in conjunction with this unit. Each teacher should use his/her discretion as to how the material is to be presented to the students and how in depth he/she wishes to go. Good luck! We hope you enjoy this learning "adventure"!

Objectives: With respect to Canada, Mexico, Central America and South America the children will demonstrate a general understanding of:

1. (The Geography:) The children will explore the features of the land and how people have used and changed the land. The children then will match the climatic regions, geographical features, and natural resources of a country or region.
2. (The History:) The children will demonstrate an understanding of the society's change over the years and an awareness of important leaders, dates and events.
3. (The Economics:) The children will demonstrate a knowledge of the kinds of goods and services produced, the monitary system and how goods are exchanged and distributed.
4. (Sociology and Anthropology:) The children will demonstrate a general understanding that cultures in varying environment have simular components like art, music, customs, religion.
5. (Politics-Government:) The children will describe the people with respect to groups and their rules, laws and government.

FROM COAST TO COAST

Purpose: The purpose of this unit is to develop the child's ability to make and interpret maps as a basis for determining what factors make the regions of the United States unique:

Objectives:
1. The student will identify and describe geographical features of the United States.
2. The student will be able to identify similarities and differences among various kinds of maps of the United States

EDUCATIONAL AWARENESS

FROM COAST TO COAST (cont'd)

Objectives:

3. The student will locate, identify and describe the physical characteristics, environmental conditions and the specific needs of people in the natural regions of the United States.
4. The student will be able to understand that some regions in the United States are made by humans (their work, various cultures, governmental units.
5. The student will develope an understanding of the similarities and differences between suburban, urban and rural living.
6. The student will be able to develope an understanding and appreciation of the various regions of the United States.

STORY OF OUR COUNTRY

Purpose: To gain a better understanding of modern day America through a chronological study of its development from its beginning.

Objectives:

1. To identify at least two motivations or influences that brought about the exploration and settlement of a new world.
2. To define two reasons for the Revolutionary War and be able to relate the results of the war to the founding of our democratic nation.
3. To identify reasons for beginning of westward expansion and the positive and negative effects from it.
4. To be able to relate the reasons for the Civil War and / or civil rights in the U.S. since the end of the Civil War.
5. To explain the effects of the Industrial Revolution on American society.
6. To describe four ways that the U.S. has functioned as a world power in the twentieth century.

SELF-AWARENESS

A WORLD OF PEOPLE

Purpose: Through the exploration and development of a positive self-concept, the student will understand the importance of getting along with others.

Objectives:

1. The student will exhibit a more positive self-concept.

2. The student will become aware of the worth of each individual.

3. The student will develop the ability to work cooperatively with others by practicing cooperation and respect for everyone.

4. The student will explore alternative behavior patterns and consequences of behavior in various situations.

5. The student will understand the impact of communication (verbal and non-verbal) in dealing with others.

6. The student will take a stand on his/her personal values, attitudes, and beliefs (without ridicule, judgement or evaluation).

EDUCATIONAL AWARENESS

GROWTH AND SPREAD OF CIVILIZATION

Purpose: To understand that civilization is constantly growing and changing and to understand the impact that the past has made on our lives today.

Objectives:
1. The student will understand that people, living in a group are better able to care for their young, protect themselves, socialize with others and specialize their occupational skills.
2. The student will understand that civilization is the result of the acculturalization (common language, values, and goals) and the utilization of physical, cultural, and human resources into a successful working society; civilization is marked by social order.
3. Student will understand that the advancement of civilization is marked by continual change, and the reasons for these changes.
4. Student will understand that many civilizations have made contributions to human progress.
5. The student will be able to relate the events of history following the Roman Empire to the ensuing progress of civilization.
6. The student will understand that the political struggles resulting from the chaos of the Middle Ages and the desire for personal freedom led to the scientific, cultural and technological advances of modern times.

WORLD COMMUNITIES

Purpose: A study of various types of communities in terms of geography, economics, political systems, cultures and methods of need fulfillment of today's world (excluding the Americas) to provide an understanding of life styles in those communities.

Objectives: Each child will be able to:

1. Recognize and locate a variety of significant geographical features.

2. Define the term "community."

3. Determine basic needs of humanity and various means of fulfillment.

4. Define and locate significant economic systems or communities.

5. Identify major functioning political systems.

6. Compare and contrast world cultures.

CAREER AWARENESS

ECONOMIC CHALLENGES

Purpose: In order to prepare todays students to make wise exonomic choices, this unit examines various components of economics. It will examine the various mediums of exchange and use of the budget. The cost involved in production and distribution of a good, the theory of supply and demand, along with the factors of influence that have an impact of their lives, will be studied.

Objectives:
1. The student will identify various mediums of exchange and understand the history of money as one of these.
2. The students will understand that a budgeting of income is necessary in order to provide for basic needs and to obtain luxuries.
3. The students will understand that the cost involved in the production and distribution of a good are partially responsible in determining the price.
4. The student will be able to recognize the part that supply and demand plays in determining the price of goods and services.
5. The students will understand how various factors influence them in relation to their economic choices.
6. The students will be able to relate to themselves the concepts and terminology that take place and operate within our economic society.

WORLDS OF TOMORROW

Purpose: People of today must prepare to make choices for the world of tomorrow based on knowledge of past, present and future material and human resources. The effects of present day choices must be viewed in terms of the future outcomes on the "worlds" of tomorrow. The imagination of people is the real hope of the future.

Objectives:
1. To recognize that the future has already arrived.
2. To show that due to accelerated technology today's changes have implications for the future.
3. To present the existing Ecological imbalance and people's vague understanding about future consequences.
4. To make the individual aware of the effects of present and future changes on the mind and body.
5. To realize that the fast pace of change has altered people's relationships and created an increasingly temporary society.
6. To perceive and understand the need to make choices, if people are to control and make decisions about the kind of world they want.

CAREER AWARENESS

OCCUPATIONAL CLUSTERS

Purpose: All students will have at least minimal exposure to all 15 occupational clusters. The student will understand the interdependence of workers within a cluster and the importance of individual workers.

Objectives: The student will be able to:

1. Student will be able to classify occupations into clusters centered around a field of common interests.

2. Students will be able to relate skills needed for job success within a cluster.

3. By studying the interdependence of all work, the student will recognize the dignity that each worker possesses.

4. The child will realize that the job he/she gets will depend more upon skill mastery than stereotypic roles.

5. Child will be able to explain prerequisites for jobs needed within a cluster such as: education, aptitudes, interests, attitudes, and skills.

NOTE: This unit incorporates the entire program of the first proposal: Career Center, Individualized Career Studies, Skill Center, etc.

LIFE CENTERED CURRICULUM PROGRAM
Syracuse City School District

What's the Problem?

Why all the talk about career education?

850,000 elementary and secondary dropouts.

750,000 general curriculum students with no salable skill and who do not go to college.

850,000 college dropouts who do not complete the 1,2, or 4 year program.

This represents over 85% of the students in the United States.

****

Throughout our educational system there should be maintained an active relationship between the academic world and the world in which people earn a living.

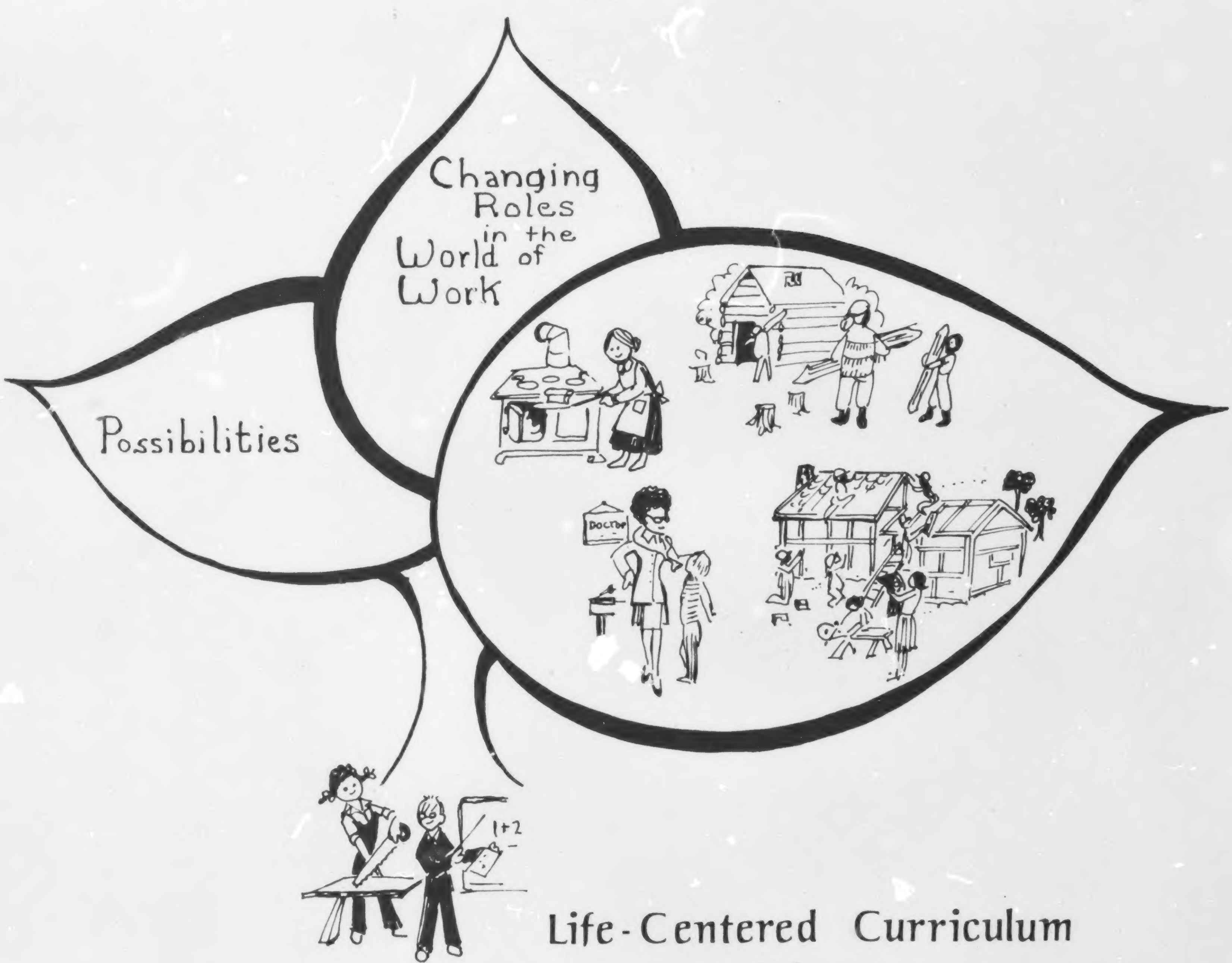
This relationship is what we are striving for in Career Education.

S.I. Hayakawa

Life Centered Curriculum

2. Changing Roles in the World of Work Unit

G


Changing Roles in the World of Work
Possibilities
DOCTOR
1+2

Life-Centered Curriculum

Upper Primary

CITY SCHOOL DISTRICT
Syracuse, New York

Distribution Limited:
Elementary Principals
Elementary Supervisors of Instruction
Teachers of 1st, 2nd, 3rd year

ELEMENTARY BULLETIN NO.

Life Centered Curriculum Program
(Elementary Career Education)

CHANGING ROLES IN THE WORLD OF WORK

Rudolph Zieschang, Director
for Elementary Education

Virginia Lewis, Acting
Supervisor of Instruction

Dr. Gerald L. Cleveland
Assistant Superintendent
for Elementary Education

LIFE CENTERED CURRICULUM PROGRAM
(Elementary Career Education)

CHANGING ROLES IN THE WORLD OF WORK

Level: Upper Primary

Strand: Possibilities

CHANGING ROLES IN THE WORLD OF WORK

Table of Contents

Purpose and Objectives -------------------- 1
Resources - Tools for Learning ------------ 2
Teacher Information ---------------------- 4

OBJECTIVE 1

Social Studies Text References ---------- 6
Large Group Strategies ------------------ 7
Student Activities ---------------------10
Social Studies Text References ----------28
Small Group Strategies -----------------29
Student Activities --------------------31

OBJECTIVE 2

Social Studies Text References ----------37
Large Group Strategies -----------------38
Student Activities --------------------41
Social Studies Text References ----------47
Small Group Strategies -----------------48
Student Activities --------------------51

OBJECTIVE 3

Social Studies Text References ----------59
Large Group Strategies -----------------60
Student Activities --------------------63
Social Studies Text References ----------65
Small Group Strategies -----------------66
Student Activities --------------------67

OBJECTIVE 4

Social Studies Text References ------------69
Large Group Strategies --------------------70
Student Activities ----------------------73
Social Studies Text References ------------79
Small Group Strategies --------------------80
Student Activities ----------------------82

OBJECTIVE 5

Social Studies Text References ------------88
Large Group Strategies --------------------89
Student Activities ----------------------91
Social Studies Text References ------------95
Small Group Strategies --------------------96
Student Activities ----------------------99

Evaluation Instrument ---------------------109

CHANGING ROLES IN THE WORLD OF WORK

Purpose: To develop understanding that people's roles change and require growth and adaptation.

Objectives:

1. Student will be able to define different changes people encounter.
2. Student will identify how technology has caused role changes.
3. Student will explore how roles within society have changed.
4. Student will identify how the environment influences role changes.
5. Student will identify the processes through which we must move to affect growth and change in our job careers.

CHANGING ROLES IN THE WORLD OF WORK

Resources

BOOKS

Allyn & Bacon, The Making Of Our America: An Historical Community Williamsburg
Allyn & Bacon, Challenges of Our Time, Technology: Promises and Problems
The Metropolitan Community

Macmillan, You and Me
The Third Planet
Reading Range
Learning Lab

Noble & Noble, Cities and Suburbs

Silver Burdett, Regions and Their Needs

S.R.A., Cities, Senesh, Teacher's Edition
Problems Book, Families #5B

Maria Winn, Men Who Made Fine Tops

The World You Inherit

World We Live In

Water Riches or Ruins

Noble & Noble, You and Your Family

Harcourt, Brace and World, Green Level 3
Teacher's Edition

FILMS

Plants that Grow From Leaves, Stems and Roots, 1-1-0848, (color, 11 min.)

Living and Growing, (color, 11 min.) 1-1-0768

Mother Hen's Family 2-1-0362 (B/W, 11 min.)

Going to School Is Your Job 1-2-0638 (color, 15 min.)

FILMS (CONT'D)

Ecology Games (Coca Cola) K 215

Crises of the Environment K 172

Environmental Crises K 171

Learning About Conservation K 154

FILMSTRIPS:

Animals Get Ready For Winter, #977P1

Animals Adapt to Winter, #1471

Animals in Autumn, 2-1-0334, (Color, 11 min.)

Adaptations of Plants and Animals 1-2-1251

Choosing Clothes for Health 1-1-0894 (B/W)

Fall Brings Changes 1-1-0767, (Color, 11 min.

Animals Growing Up 2-1-0333

School Library - LCC materials

The Pattersons Live on a Farm

At Work on the Farm

Farmers Help People

FILMSTRIP KITS:

Kindle Kit, Grade 1, "Who Am I?"

Drug Kits, Special Projects, Junkyard, 1-1-1396 (color, 9 3/4 min.)

CHANGING ROLES

Resources (Cont'd)

CONTINENTAL MASTERS:

Schools of Long Ago
How the Indian Children Learned
Going to School Today
How We Travel Today
How the Pioneer Traveled
Modern Cities
Modern Farms
Farms in Early America
Indian Clothing
Indian Homes
How the Indian Traveled
How News Travels Today
How the Pioneers Learned News
How the Indian Sent Messages
Indian Settlements
Worshipping in Our Country
How the Pioneers Worshipped
Indian Worship
Villages of Long Ago
Homes Today
Homes of Long Ago
Ways Our Grandparents Got Food
Modern Ways of Getting Food
How the Indians Got Food
Indian Games
How We Have Good Times Today
How the Pioneers Made Clothing

CHANGING ROLES IN THE WORLD OF WORK

TEACHER INFORMATION

Vocabulary

(Add your own)

angry
atmosphere
career
change
community
compare
conservation
employee
employer
employment
environment
expensive
demand
grow
hibernation

job
industry
influence
invention
labor
laborer
luxury
manufacture
migration
modern
necessity
occupation
pollution
population
process(es)

production
qualification(s)
plow
role
rural
salary
service(s)
society
suburban
supplement
supplemental
technology
transportation
urban
weave

UNIT: CHANGING ROLES

Objective 1: Student will be able to describe different changes people encounter.

LARGE GROUP STRATEGIES	TOOLS FOR LEARNING
1. a) Describe the physical changes we experience as we grow. Class discussion sparked by showing one child's baby picture and asking how this can possibly be a picture of ______________.	1. Record: "Free to Be Me" - LCC Library Harcourt, Brace and World, Green Level 3 pp. 26-30, Teacher's Edition Baby pictures - Identify with child now.
b) Make display on board. Student Activity sheet to match pictures of changes. e. g. clothes--winter, summer, infant v. adult food, angry v. happy child, adult v. infant, etc.	1b. Student Activity Sheets pp.10-12
c) Do worksheet "Who?" Discuss differences between adults and infants.	1c. Student Activity Sheet p. 13
2. a) View Kindle Kit Grade 1 - "Who Am I?"	2a. Grade I Drug Kit - Kindle Kit, "Who Am I?"
b) Spend a whole day in another classroom. Discuss upon return how you felt, etc. Do worksheet.	2b. Student Activity Sheet p. 14
c) Describe emotional changes in experience in everyday life. Discuss various feelings of self and others in different moods. Do worksheet.	2c. Student Activity Sheets pp. 15-16
3. Discuss changes from school year to school year (e. g. growth in specific skill areas--dressing selves, reading, counting, oral and written work.)	3. Chart of first day and last day. Student Activity Sheet p. 17 Harcourt, Brace and World Green Level - p. 283 Teacher's Edition "Introducing the Lesson". Segment describes a writing activity.

UNIT: CHANGING ROLES IN THE WORLD OF WORK

Objective 1 Student will be able to describe different changes people encounter.

LARGE GROUP STRATEGIES	TOOLS FOR LEARNING
4. a) Show and discuss filmstrip.	4a. Animals Growing Up 2-1-0333
b) Incubate eggs to show change and growth. Teacher and children may make graph to show period of incubation and sequence of changes.	b. Contact 4H Club for information and supplies - Federal Building 473-6664 (Styrofoam cooler, lightbulbs, thermometer, blue screen, plexiglass
c) Butterfly Raising Project (send for cocoons) Draw stages of development.	c. Butterfly Breeding Farm 389 Rock Rd. Rochester, N. Y. 14617 PR: John Staples
5. Discuss with children their feelings when teacher is out. Make an experience chart depicting 5 daily situations on one half. On other half show how the situations changed when the teacher was not present.	5. Student Activity Sheet, p.18
6. Set up jobs in classroom. Set up situation where child experiences both liked and disliked job. Discuss after both experiences.	6. Student Activity Sheet p.19

UNIT: CHANGING ROLES IN THE WORLD OF WORK

Objective 1 Student will be able to define different changes people encounter.

LARGE GROUP STRATEGIES	TOOLS FOR LEARNING
7. Discuss adaptations animals make to seasons:	
a) Show filmstrips to explain processes of hibernation and migration. Collect reference books and have available.	7a. Filmstrips: Animals Get Ready For Winter, #977Pl Animals Adapt to Winter, #1471 Animals in Autumn, (color, 11 min.) 2-1-0334 Adaptations of Plants and Animals
b) Do worksheet "Animals Prepare For Winter."	b. Student Activity Sheet p. 20
c) Read story "Sleepy Time."	c. Student Activity Sheet pp. 21-22
8. Discuss adaptations people make to seasons. e. g. food, housing, clothes, recreation. Have children draw or collect pictures and put them on activity sheet. Children may list activities in these spaces, also.	8. Filmstrips: Choosing Clothes for Health, (B/W), 1-1-0894 Fall Brings Changes, (11 min., color), 1-1-0767 Student Activity Sheet PP. 23-24
9. Discuss how people use different types of clothing to adapt to seasons.	9. Student Activity Sheet p. 25-26

UNIT: CHANGING ROLES
Objective 1

Student Activity
p. 10

Large Group Strategy: 1b

Cut out worksheet and match the pictures of changes by pasting on centrally divided sheet.

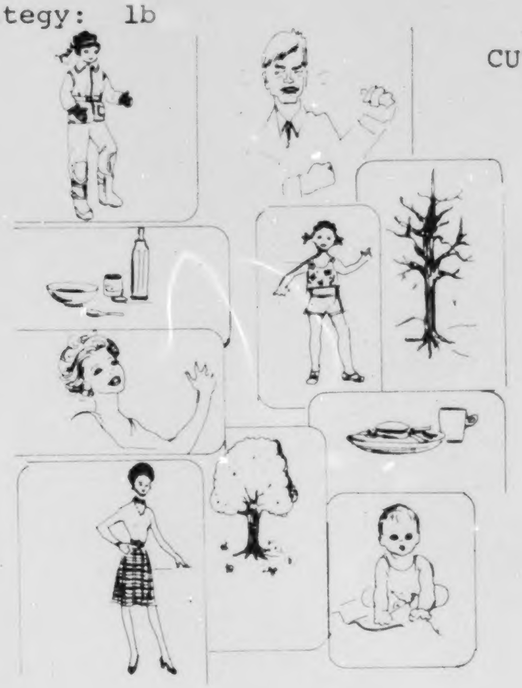
CHANGES

Angry man	Happy woman
Girl in summer clothes	Boy in winter clothes
Infant food	Adult food
Infant	Adult
Tree in Winter	Tree in Summer

UNIT: CHANGING ROLES
Objective 1
Large Group Strategy: 1b

Student Activity
p. 11

CUT OUT THESE PICTURES.



UNIT: CHANGING ROLES IN THE WORLD OF WORK

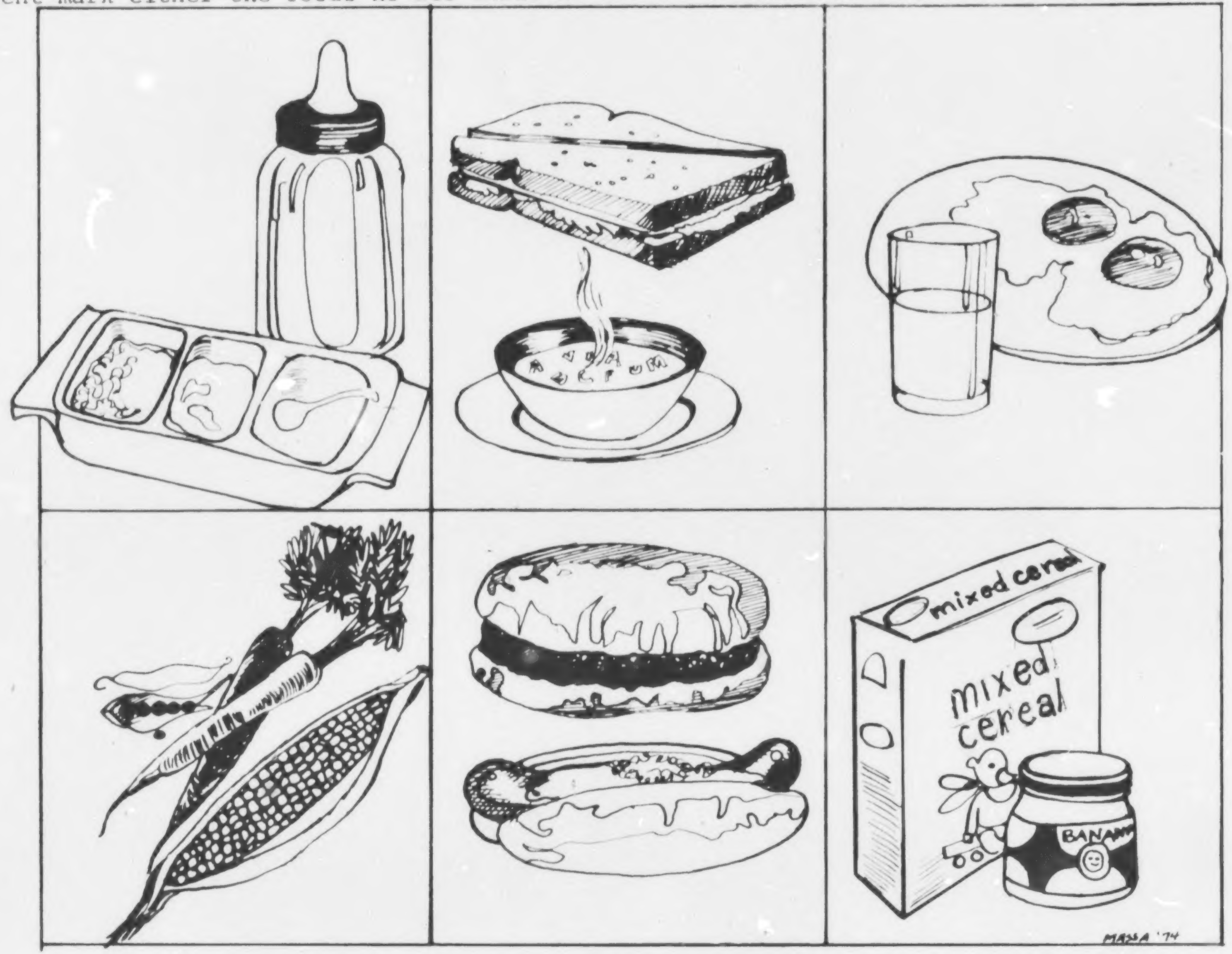
Student Activity Sheet
p. 12

Objective 1

Large Group Strategy: 1b

FOOD

Have the student mark either the foods he ate while an infant or those an adult eats.


mixed cereal
mixed cereal
BANAN
MASSA '74

UNIT: CHANGING ROLES
Objective 1

Student Activity
p. 13

Large Group Strategy: 1c

WHO?

Answer by writing ADULT or INFANT or draw a picture.

Has no teeth?	Can climb a tree?
Can drive a car?	Is paid for working?
Can talk to you?	Can walk to town?
Needs to shave his face?	Can whistle a tune?

UNIT: CHANGING ROLES
Objective 1

Student Activity
p. 14

Large Group Strategy: 2b

Use Smiley ☺ or Grumpy ☹ to indicate like or dislike.

	MY CLASS	OTHER CLASS
Going to bathroom		
Talking in the room		
Working		
Moving in the room		
Materials		
What would you like to change?		

UNIT: CHANGING ROLES
Objective 1

Student Activity
p. 15

Large Group Strategy: 2c

HOW DO YOU LOOK WHEN YOU FEEL...

Sad	Angry
Happy	Hurt
Frightened	Nervous

UNIT: CHANGING ROLES IN THE WORLD OF WORK Student Activity
Objective 1 p. 16

Large Group Strategy: 2c

SOMETIMES I'M ANGRY

This is how I look.	This is what I do.
This is how I feel afterwards	What else might I have done?

UNIT: CHANGING ROLES
Objective 1

Student Activity Sheet
p. 17

Large Group Strategy: 3

I ______________________________ was able to do this in
Name

(Write yes or no)

	First Grade	Third Grade
Tell time		
Get dressed		
Read newspaper		
Lock & unlock door		
Know right and left		
Take bath or shower		
Open milk carton		
Ride a bike		
Catch a ball		
Whistle		
Swim		
Roller skate		
Skip rope		
Take phone message		
Wash underwear		
Drive car		
Go home alone		
Run an errand		
Divide		

I did / did not ________ grow since I left first grade.

UNIT: CHANGING ROLES
Objective 1

Student Activity
p. 18

Large Group Strategy: 5

DAILY CLASSROOM SITUATIONS WITH REGULAR TEACHER PRESENT	CHANGE OF DAILY CLASSROOM SITUATION WHEN TEACHER IS NOT PRESENT
1.	

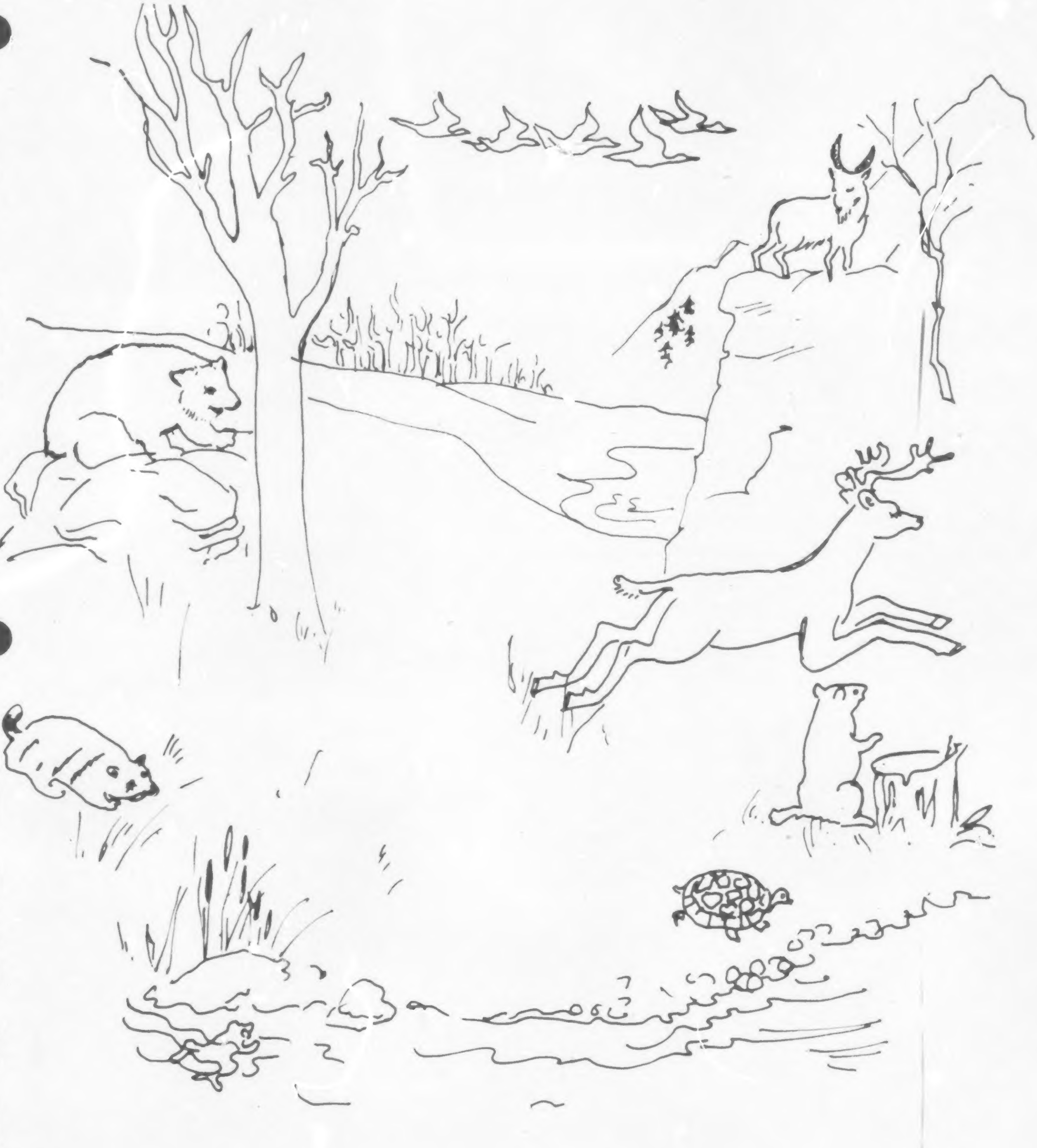
UNIT: CHANGING ROLES
Objective 1

Student Activity
p. 19

Large Group Strategy: 6

CHILD'S NAME	JOB DESCRIPTION

Large Group Strategy: 7b



The deer and the mountain goat get a heavier coat of hair to keep them warm in winter. The bear eats as much as he can. Then he hibernates. The badger, woodchuck, and turtle hibernate, too.

Wild geese and ducks fly south. We say they migrate. Frogs may sprawl under stones in streams and ponds. Write the name of each animal near it on the picture.

SLEEPY TIME

Every fall, people say, "Animal sleepers are going to sleep for the fall."

Some animals do sleep through the winter. But many do not sleep soundly.

On warm, sunny days, they may wake up. They may go outside to look around. Then, they go to sleep again.

Chipmunks wake up often. Bears and woodchucks wake up once in a while,the bat and the jumping mouse are the soundest sleepers. When spring comes, the sleepers awake.

Check the sentence that is right in each pair.

1. ______ Some animals sleep through winter.
   ______ Some animals sleep through spring.

2. ______ Winter sleepers all sleep soundly.
   ______ Some winter sleepers wake up often.

3. ______ Some winter sleepers wake up on warm days.
   ______ Winter sleepers come out on the coldest days.

4. ______ On warm days, winter sleepers may go out to look around.
   ______ On warm days, winter sleepers go out to find a cooler place.

5. ______ After waking up, all winter sleepers stay awake.
   ______ Some winter sleepers often go back to sleep.

6. ______ Chipmunks wake up often.
   ______ Chipmunks wake up very seldom.

7. ______ Bats are awake most of the winter.
   ______ Bats are wound winter sleepers.

Check the best ending for each sentence.

1. Some animals hibernate to
   ____get through winter hardships
   ____grow longer fur

2. Most of the winter sleepers
   ____wake up now and then
   ____are birds

UNIT: CHANGING ROLES
Objective 1

Student Activity Sheet
p. 22

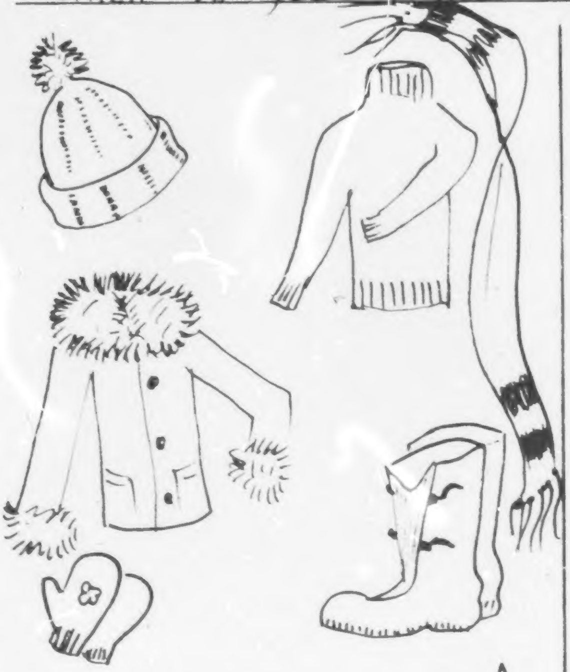
Large Group Strategy: 7c

Find a winter sleeper not told about in the story. Write words from the Word Bank to fit the meanings. Letters in the boxes, reading down, spell the animal.

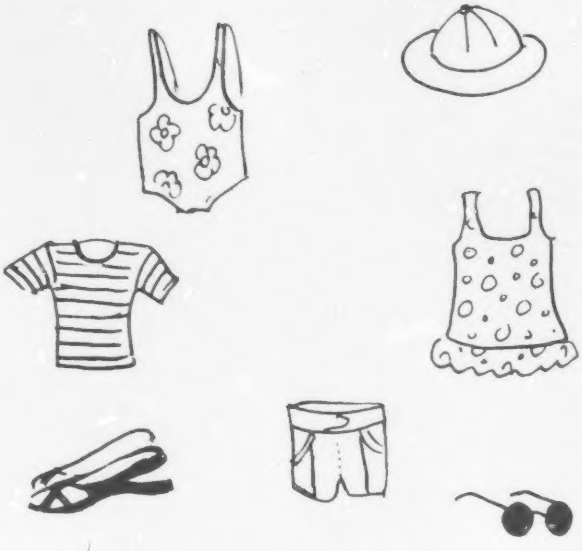
1. ☐ ___ ___ ___ ___ ___ Long eared Easter friend
2. ☐ ___ ___ ___ Small insects
3. ☐ ___ ___ ___ Mouse catchers
4. ☐ ___ ___ ___ Prison for an animal
5. ☐ ___ ___ Not young
6. ☐ ___ ___ ___ Trees that have acorns
7. ☐ ___ ___ ___ A bird's home

WORD BANK: rabbit, ants, pipe, nest, oaks, lion, cage, old, cats

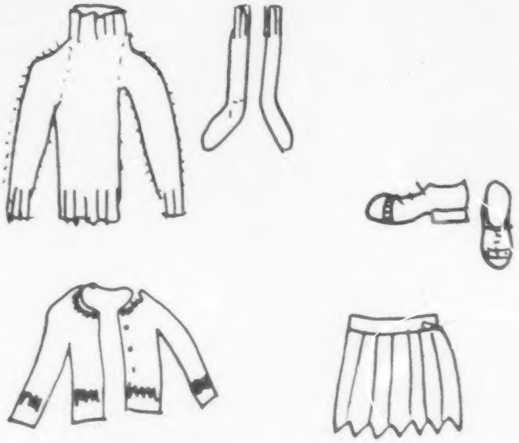
When do you wear these clothes?



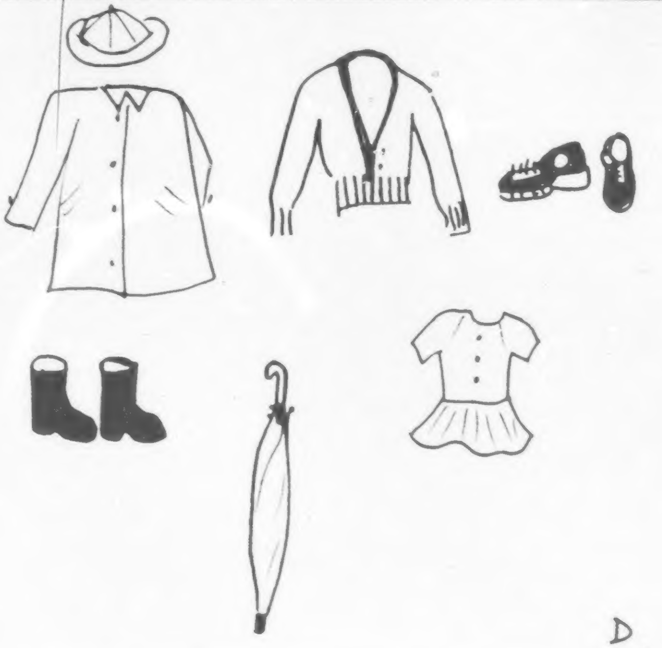
A.



B.



C.



D.

spring ☐ summer ☐
fall ☐ winter ☐

UNIT: CHANGING ROLES

Student Activity Sheet
p. 24

Objective 1

Draw or paste the correct clothing in the box under each season.

LARGE GROUP STRATEGY 8

Winter	Spring
Summer	Fall

UNIT: CHANGING ROLES IN THE WORLD OF WORK
Objective 1

Student Activity
p. 25

Large Group Strategy: 9

THE CLOTHES I WEAR

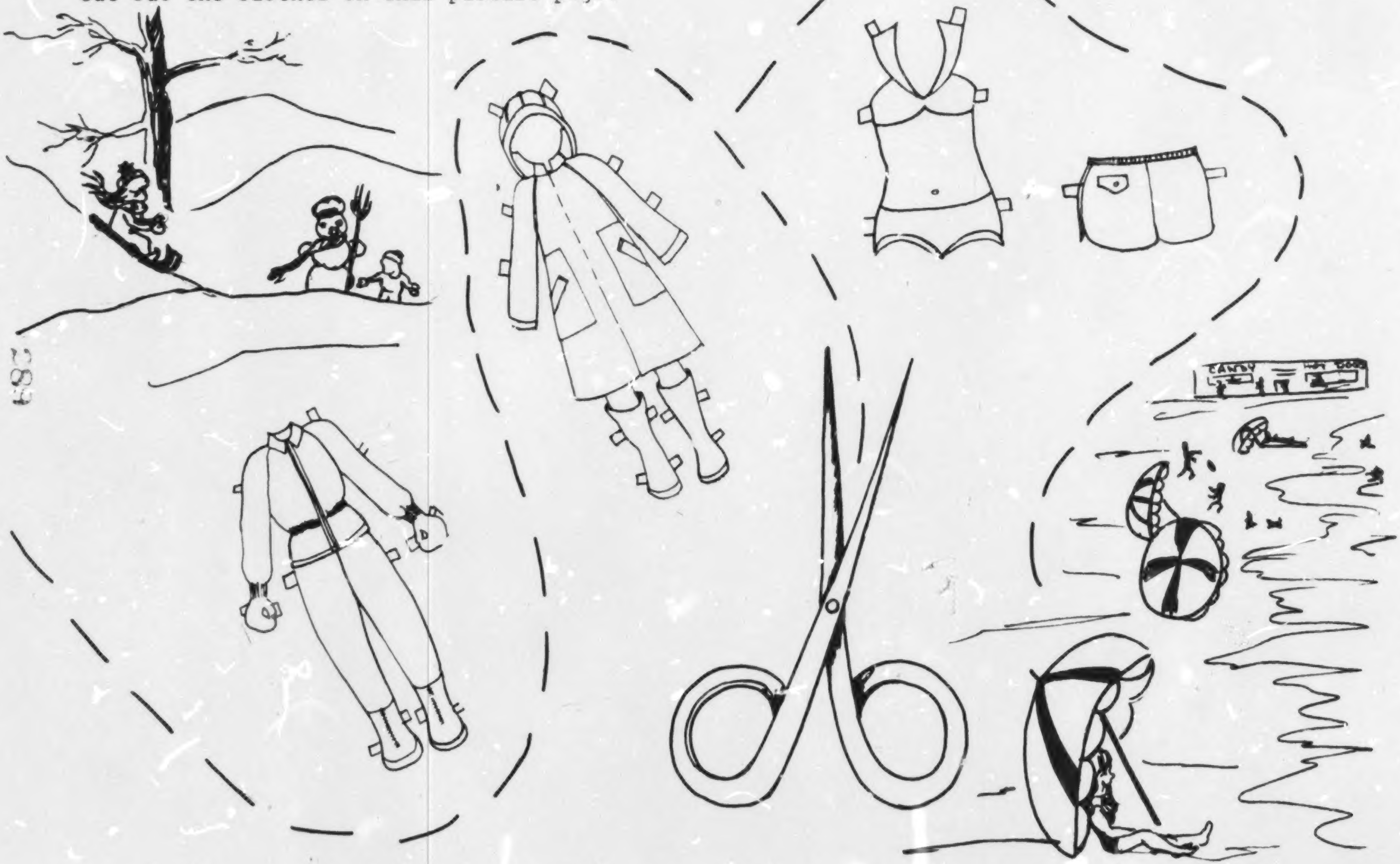
In the Winter	In the Summer

UNIT: CHANGING ROLES
Objective 1

Student Activity
p. 26

Large Group Strategy: 9

Cut out the clothes on this picture page.


CANDY
HOT DOGS

UNIT: CHANGING ROLES IN THE WORLD OF WORK

Objective 1 Student will be able to define different changes people encounter.

SMALL GROUP STRATEGIES	TOOLS FOR LEARNING
1. Grow plants to show change. Have the children plot a graph. Examine water, light deprivation, no soil. Draw picture showing results on chart supplied.	1. Student Activity Sheet p. 31 Film: Plants That Grow From Leaves, Stems and Roots, 1-1-0848, (color, 11 min.) milk cartons, potting soil, seeds, bean sprouts, grass seeds, peas, mustard seeds
2. Have the children role-play family situations that show the emotional effect of role change on the family as a unit. Also discuss the effects of moving.	2. Student Activity Sheets pp. 32-33
3. Have children make a bulletin board of pictures taken in their community--buildings, trees. Have them repeat activity in May to show changes that have occurred.	3. camera, film
4. View movie and relate to changes in one's own community.	4. Drug Kits, Special Projects Junkyard, (color, 9 3/4 min.) 1-1-1396
5. Have the children make a mural from wrappers from cans, packets, etc. to show their development of food habits from infancy to present.	5. chart paper, magazines, crayons
6. Have the children write letters to local companies for the purpose of obtaining pictoral literature to better understand the changes the company has gone through.	6. Niagara Mohawk 474-1511 N. Y. Telephone 478-9911 Simmons Wrecking Co. 488-6733

UNIT: CHANGING ROLES IN THE WORLD OF WORK

p. 30

Objective 1 Student will be able to define different changes people encounter.

SMALL GROUP STRATEGIES	TOOLS FOR LEARNING
7. Children will sort set of competency identification cards into two groups: I can do this and I have never done this. Give child worksheet to be cut into cards along lines. Sort into two piles with accompanying sentence. I can do this I have never done this	7. Student Activity Sheet pp. 34-35

UNIT: CHANGING ROLES IN THE WORLD OF WORK
Objective 1

Student Activity
p. 31

Small Group Strategy: 1
Illustrate how your plant looks in the correct box.

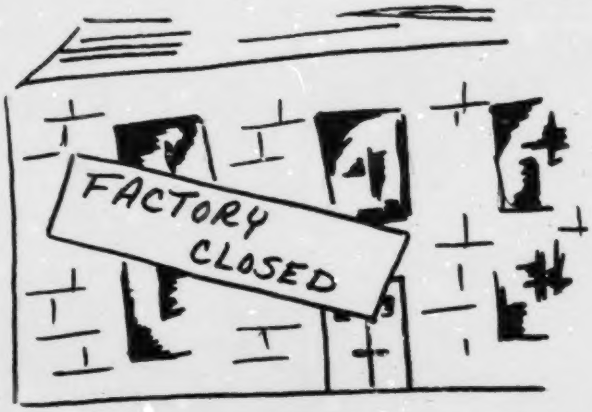
WITH		WITHOUT
	water	
	light	
	soil	

UNIT: CHANGING ROLES
Objective 1

Student Activity
p. 32

Small Group Strategy: 2

How do the roles change when Father's place of employment closes and he has no job?
Do you do anything different? Illustrate



Show what Father does?

Show what Mother does.

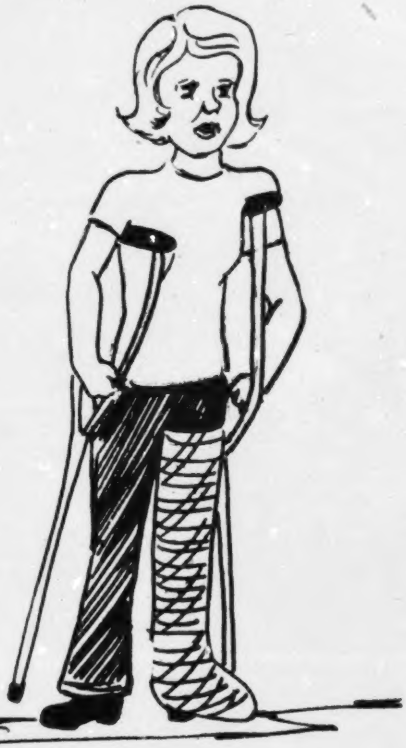
How would you feel if this happened in your house.

UNIT: CHANGING ROLES
Objective 1

Student Activity
p. 33

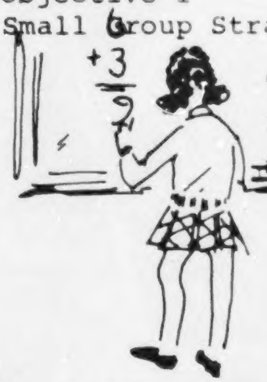
Small Group Strategy: 2

How do the roles in the family change when Mother breaks a leg?

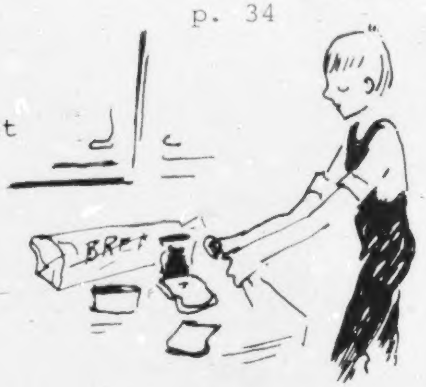
What does Dad do that is a change in role? (Illustrate)	
What do you do that is a change in role? (illustrate)	Who else does something they don't usually do?

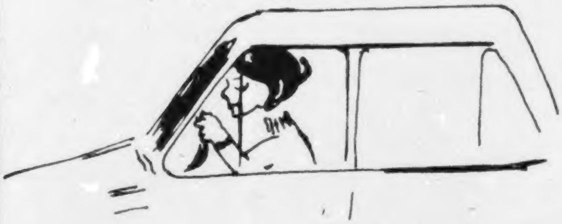
Tell in a sentence how you feel if this happened in your house.

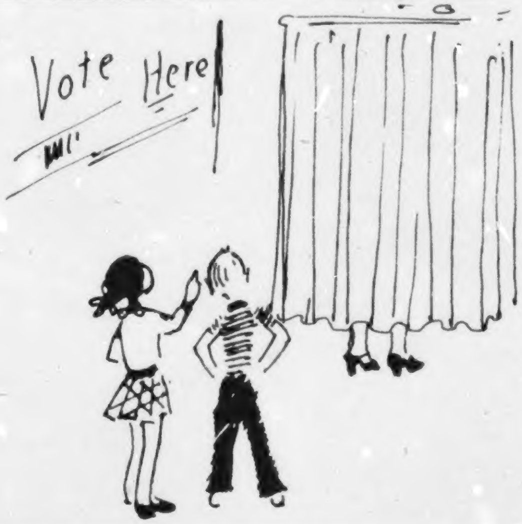
UNIT: CHANGING ROLES IN THE WORLD OF WORK
Objective 1
Small Group Strategy: 7

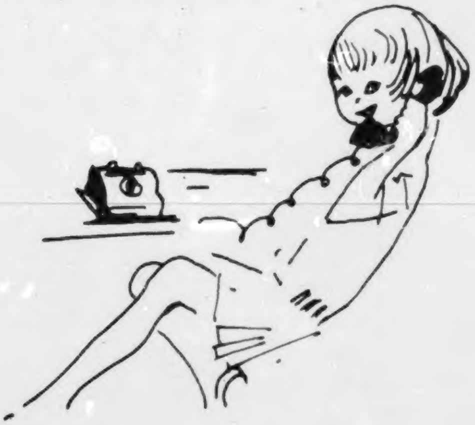


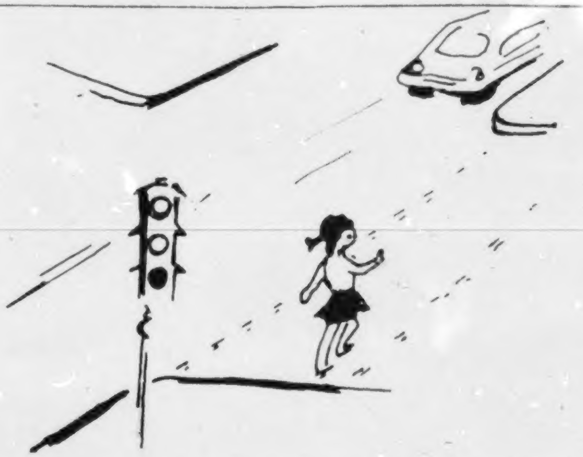
Cut out these pictures and put in the proper column on the next page.

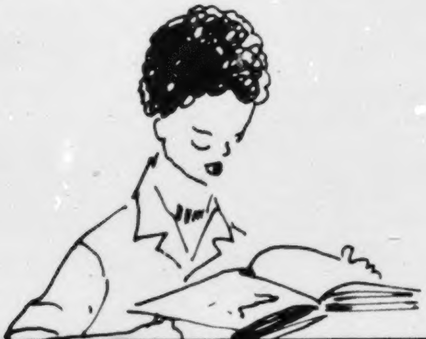


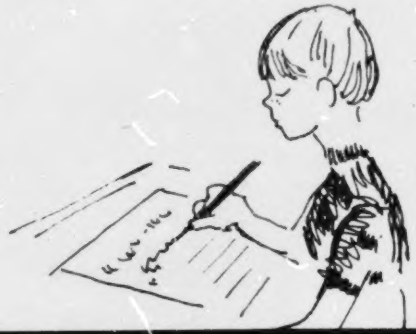












UNIT: CHANGING ROLES IN THE WORLD OF WORK
Objective 1

Student Activity Sheet
p. 35

Small Group Strategy: 7

I have never done this	I can do this

UNIT: CHANGING ROLES

Objective 2 The student will identify how technology has caused role changes.

LARGE GROUP STRATEGIES	TOOLS FOR LEARNING
1. To develop the concept of assembly line method use an Origami paper-folding project. a) Each child will follow direction sheet to produce his own project (timed to completion.) See Student Activity sheet for instructions. b) Then each child will be assigned one specific job within his group (timed to completion). In each case the child will express how he felt. Then the group will discuss the advantages and disadvantages of each method. Relate to increased production made necessary by increased demand.	1a) Student Activity Sheet p. 41-44 tissue or available paper
2. Visit, or build a model of a modern day farm. Show contrast by allowing children to see what a farm looked like long ago. This will help students to see what changes modern machinery has had on farm life today.	2. Filmstrips - LCC Library The Pattersons Live on a Farm At Work on the Farm Farmers Help People SRA Problems Book - Families #5B
a) Invite a speaker to compare farm life jobs of today and yesterday. b) Plan a trip to a farm machinery warehouse to see advancements that have been made.	2b. Farm Machinery Places: John Deere, New Court Rd. Sales: John Deere, Jamesville, N. Y. Route 173

Objective 2 The student will identify how technology has caused role changes.

LARGE GROUP STRATEGIES	TOOLS FOR LEARNING
	2b. (Cont'd) Sales: Allis Chalmers, Morgan Rd. J. I. Case, Ridings Rd.
c) Have students do math problems on farm supplies.	2c. Student Activity Sheet p.45
3. Compare number and kinds of shelter in colonial and modern times. Have class discussion on cononial and modern occupations (refer to clothing, food, transportation, schools).	3. Book: Maria Winn, Man Who Made Fine Tops *Continental Masters: Schools of Long Ago How The Indian Children Learned Going to School Today How We Travel Today How the Pioneer Traveled Modern Cities Modern Farms Farms in Early America Indian Clothing Indian Homes How the Indian Traveled How News Travels Today How the Pioneers Learned News How the Indian Sent Messages Indian Settlements Worshipping in Our Country Indian Settlements Worshipping in Our Country How the Pioneers Worshipped Indian Worship *Optional inclusion of Indian Masters

UNIT CHANGING ROLES

Objective 2 The student will identify how technology has caused role changes.

LARGE GROUP STRATEGIES	TOOLS FOR LEARNING
4. Invite a resource person to classroom to talk about changes that have come about in the last twenty years.	4. Personal interview and reporting
5. Take trip to Salt Museum, Canal Museum, Farmers' Museum at Cooperstown, Whitter Museum at State Fairgrounds. Discuss and make written reports.	5. See Teacher's Manual Salt Museum Old Liverpool Rd. PR: Mr. Shea (457-6366) Whitter Museum State Fairgrounds PR: Dorothy Thompson (471-0593) Canal Museum PR: Frank Thompson (471-0593)
6. Have available selection of books dealing with sources of energy to show changes in occupations due to scientific advances. Contact Niagara Mohawk about possibility of field representative speaking to class.	6. Niagara Mohawk 300 Erie Blvd. W Syracuse, N. Y.

UNIT: CHANGING ROLES
Objective 2:

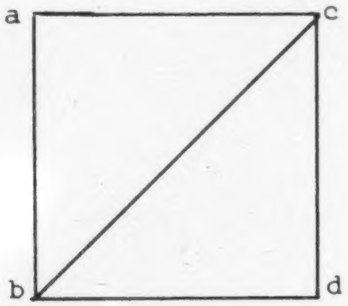
Student Activity
Pg. 41

Large Group Strategy 1:

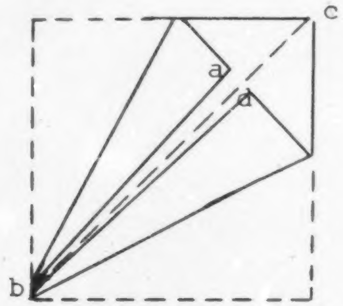
Divide class in groups of five.

Have each member do all steps and complete a whole bird.

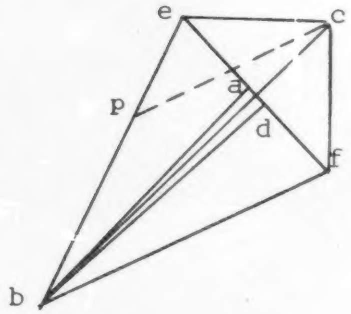
Start with square paper



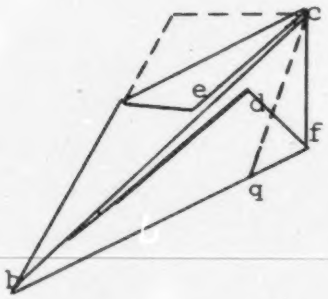
Fold along line bc and open.
(middle line)



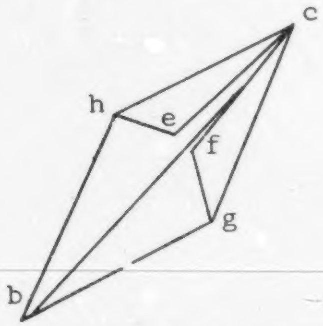
Fold side ab and db down
to bc (middle line)



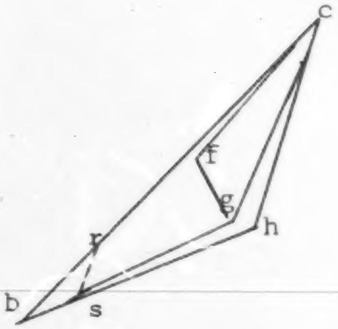
Fold along line pc down
to line bc (middle line)



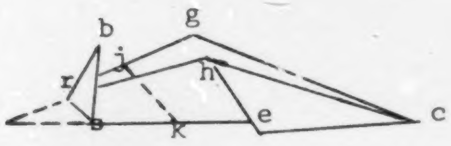
Fold along line cq down
to line bc (middle line)



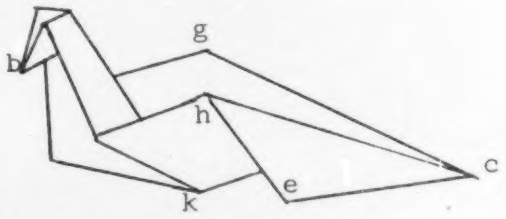
Fold along bc (middle line)
with folds outside. (cg,ch)



Points g and h should
face down



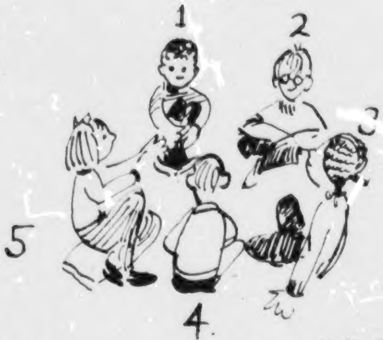
Turn the shape upside down.
Fold along line rs for the
head. Fold along line jk and
push shape inward to form the
neck and head.



Decorate bird and put on string.

UNIT: CHANGING ROLES
Objective 2

Student Activity
Pg. 42



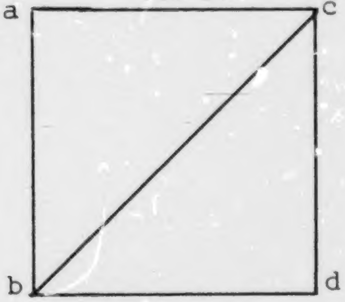
Large Group Strategy 1:

Divide class into groups of five.
Have members of each group sit in a circle.

Person - 1. Job 1
2. Job 2
3. Job 3 and 4
4. Job 5 and 6
5. Job 7 and 8

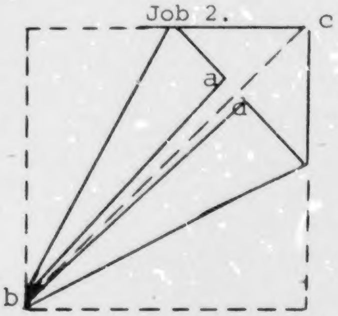
Start with square paper.

Job 1.



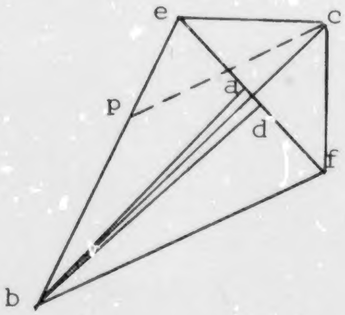
Fold along line bc and open.
(middle line)

Job 2.



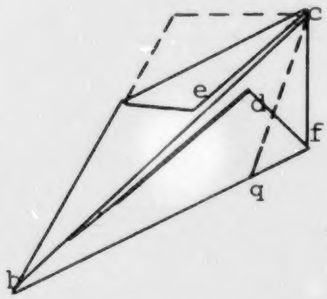
Fold side ab and db down
to bc (middle line)

Job 3.



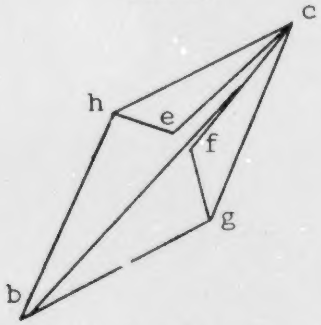
Fold along line pc down
to line bc (middle line)

Job 4.



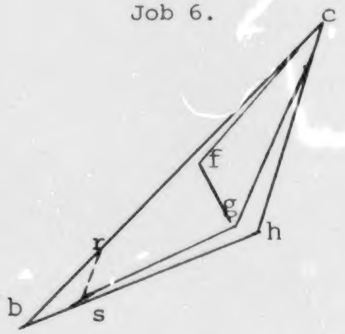
Fold along line cq down
to line bc (middle line)

Job 5.



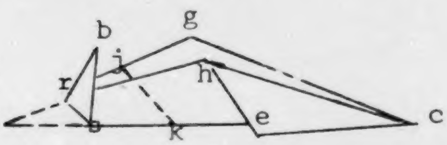
Fold along bc (middle line)
with folds outside. (cg,ch)

Job 6.



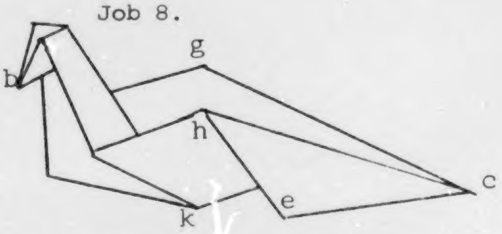
Points g and h should
face down

Job 7.



Turn the shape upside down.
Fold along line rs for the
head. Fold along line jk and
push shape inward to form the
neck and head.

Job 8.



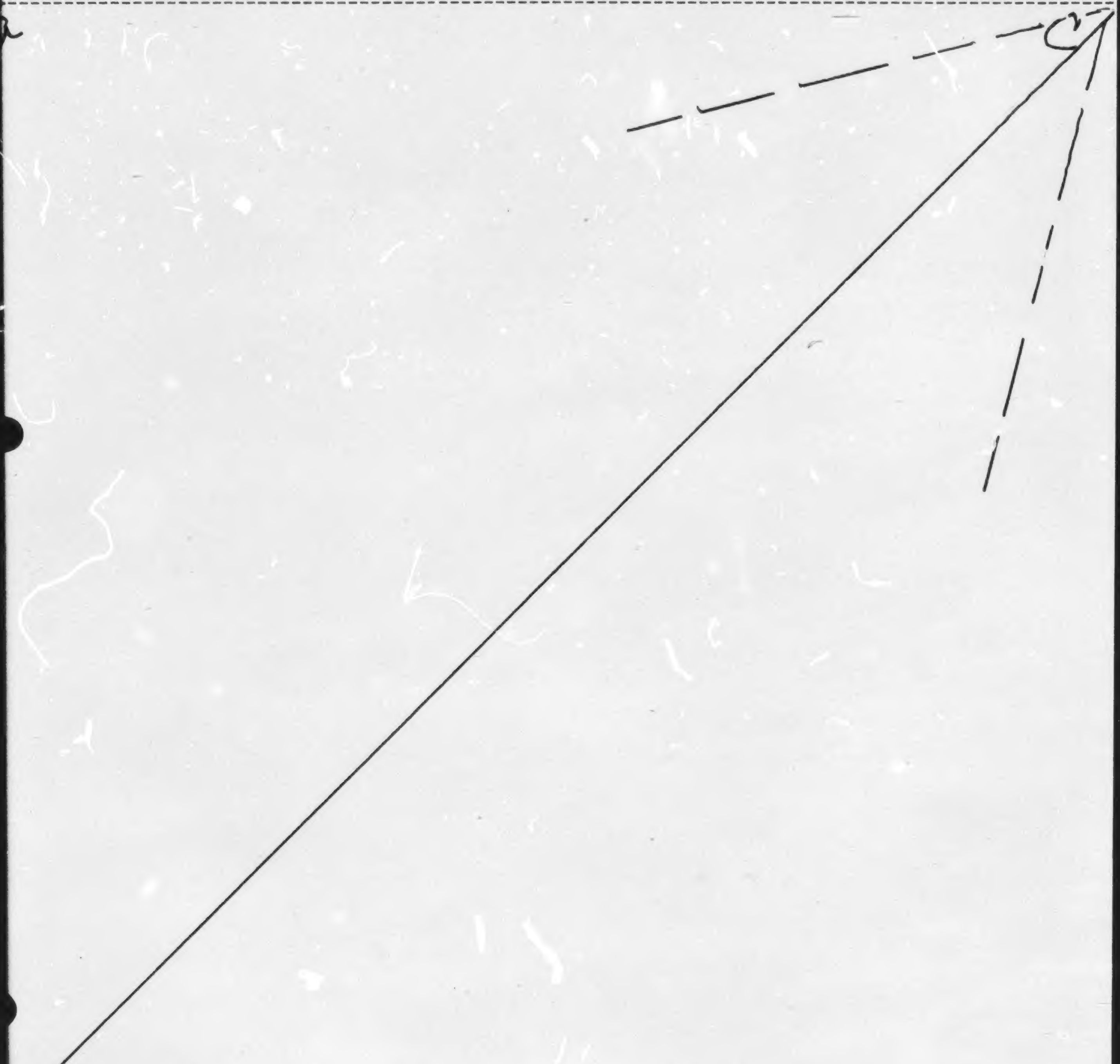
Decorate bird and put on string.

UNIT: CHANGING ROLES
Objective 2
Large Group Strategy 1:

Student Activity
Pg. 43

TEACHER NOTE: Pages 43 and 44 should be run back to back.

Cut Along This Line



UNIT: CHANGING ROLES
Objective 2

Student Activity
p. 44

Large Group Strategy 1:

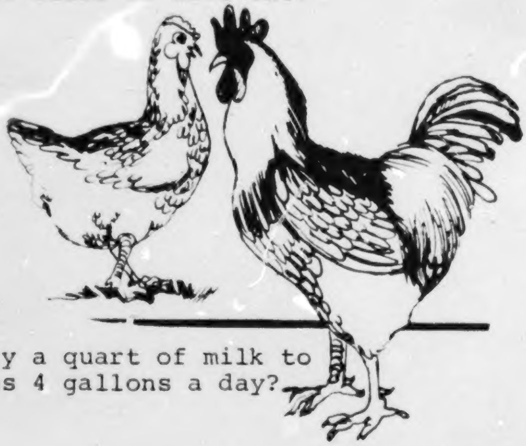
Cut Along This Line

UNIT: CHANGING ROLES
Objective 2

Student Activity
p. 45

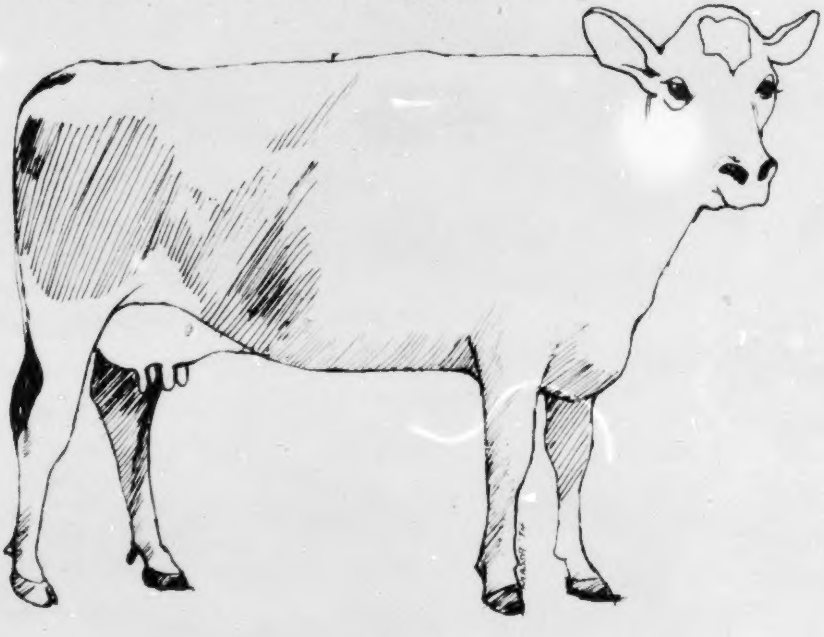
Large Group Strategy: 2c

1. If a chicken lays 7 eggs in a week. How long would it take to lay enough eggs for each person in this class to have one?



2. How many cows would you need to supply a quart of milk to each person in this room if each cow gives 4 gallons a day?

3. How many gallons of milk would one cow in Question 2 give in one week?



UNIT: CHANGING ROLES

Objective 2 The student will identify how technology has caused role changes.

SMALL GROUP STRATEGIES	TOOLS FOR LEARNING
1. Using Student Activity Sheet the child will select one of the illustrations of technological development which have given more time to the houseworker. Show how this has eliminated some tasks while creating others.	1. Student Activity Sheet p.51
2. a) Read books for information on difficulties in farming which led to inventions.	2a) Suggested resources might be encyclopedia or library references used for Small group strategy 2c.
b) Discuss difficulties an early pioneer might have faced while farming in the Midwest (breaking soil, building, harvesting, clearing rocks, trees, etc.) Relate the discussion of problems to the invention of the reaper and moldboard plow.	
c) List and state how they changed the job role of the farmer or the worker. e.g. Harvester-thresher - 1888 Contour and strip plowing - W. Matterson Milking machine - 1878 - Carl Gustav de Laval (patented by Anna Baldwin) Tractor - 1900 - Holt Barbed wire - 1873 - Glidden Reaper - Cyrus McCormick Cotton gin - Eli Whitney Mechanical separator - Carl de Laval - 1877	c) Library--Encyclopedias Student Activity Sheet p.52
d) Have children research and complete list of people who contributed to social progress of humanity.	d) Student Activity Sheet p.53

UNIT: CHANGING ROLES

Objective 2 The student will identify how technology has caused role changes.

SMALL GROUP STRATEGIES	TOOLS FOR LEARNING
3. Name farm machinery and explain the work of each machine. Make charts to show machine corresponding to the job it does.	3. Farm magazines (research these)
4. Have children form 2 groups to show colonial farm machinery contrasted with modern farm machinery; by making a mural, model or pictures to contrast different life styles.	4. Library resources (public)
5. Observe films and filmstrips on the use of farm machinery. List how they help the farmer.	5. Hafner Farm, Buckley Rd. chart paper, magazine picture
6. Have the children make a progression chart to show the historical evolution of job changes. This is to show children that as a society advances there is a need for mass employment on a large scale. Large specialization to supply needs of large groups whereas before one person could do several things for small groups.	
7. Small groups may research how wheel helped farmer. (or teacher may select topic).	7. Library, etc.
8. Research the manufacture of certain machines of interest. Obtain factory pamphlet by writing for them. e. g. John Deere - International Harvester	
9. Use transportation study prints as a vehicle for discussion of changes that have occurred in the world of work. Make a mural based on a transportation timeline.	9. S.V.E. Study Prints in school library - LCC materials Refer to LCC bibliography for transportation books.

UNIT: CHANGING ROLES

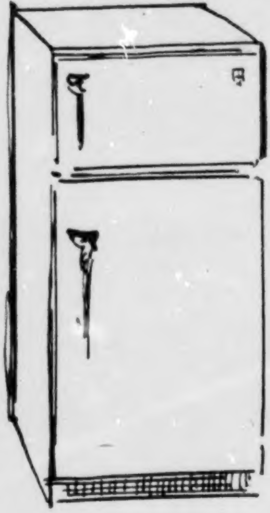
Objective 2 The student will identify how technology has caused role changes.

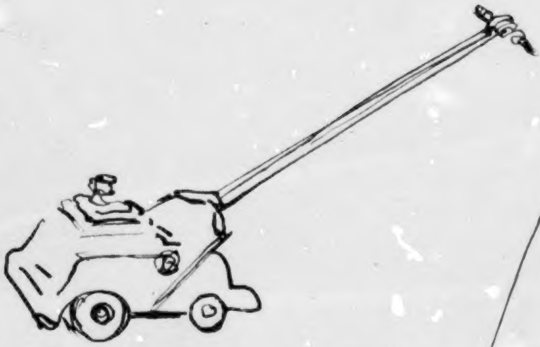
SMALL GROUP STRATEGIES	TOOLS FOR LEARNING
10. a) Complete student activity sheet on transportation.	10a) Student Activity Sheet p. 55
b) Do Continental Master on Transportation.	10b) Continental Masters supplied in back of Unit.
11. a) Draw a picture of what your life would be like without modern conveniences. Have individuals describe their pictures.	
b) Do Continental Master on Clothing, Food and contrast to modern day.	11b) Continental Masters supplied in back of unit.
12. Complete student activity sheet, "What Would Your Life Be Like..."	12. Student Activity Sheet p.56-57
13. Prepare activity sheet to allow child to select technological development which have given more leisure time to the houseworker. i.e. refrigerator, lawn mower, yard maintenance, etc. Show how these eliminates some job whilst creating others.	

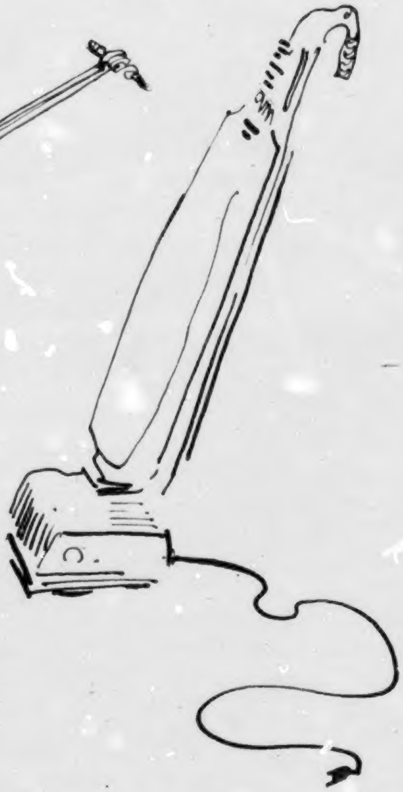
UNIT: CHANGING ROLES
Objective 2

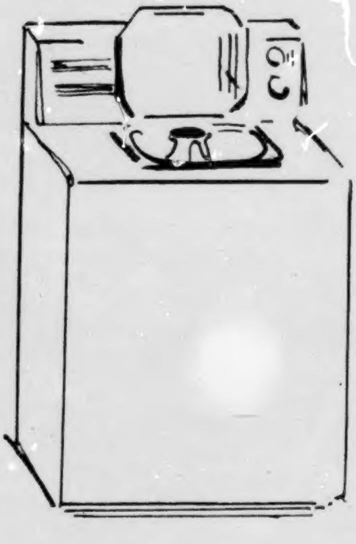
Student Activity
p. 51

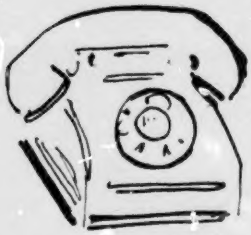
Small Group Strategy 1

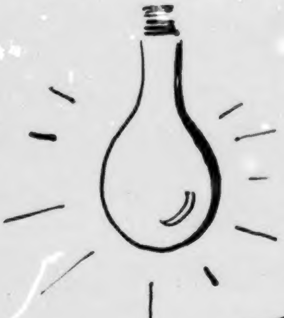


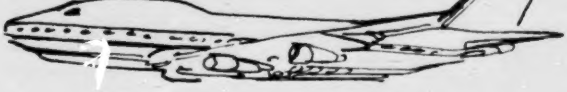


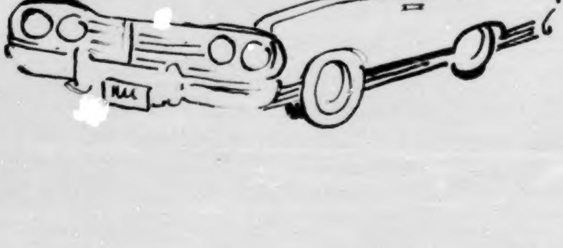












UNIT: CHANGING ROLES
Objective 2

Student Activity
p. 52

Small Group Strategy: 2c

The following is a list of inventions:

telephone
penicillin
frozen foods
refrigerator
matches
self-propelled torpedo
artificial satellite
bicycle
skyscraper
television
barometer
helicopter
sewing machine
cellophane
abacus

Classify each invention above according to the area affected.

RECREATION	SHELTER	CLOTHING	FOOD	COMMUNICATIONS	TRANSPORTATION

UNIT: CHANGING ROLES
Objective 2

Student Activity
p. 53

Large Group Strategy: 2d

1. How did Florence Nightingale affect the role of women?

____

____

2. Who, as a Fighter for Freedom taught other slaves to read and write, and after being himself freed, made speeches against slavery?

____

3. What well-known humanitarian, sometimes called "Female Moses" dies in Auburn, New York in 1913?

____

4. Who was the first Afro-American selected to sing a major role for the Metropolitan Opera Company?

____

5. What do you know about Pocohontas?

____

____

6. Who was Amelia Earhart? Tell in a sentence who she was and what happened to her.

____

____

7. Write one or two sentences to identify Marie Curie and her contribution to medicine.

____

____

____

UNIT: CHANGING ROLES
Objective 2

Answer Key
p. 54

Small Group Strategy: 2d

1. Started acceptance of woman as nurses.

2. Frederick Douglass (1817-1895)

3. Harriet Tubman

4. Marion Anderson

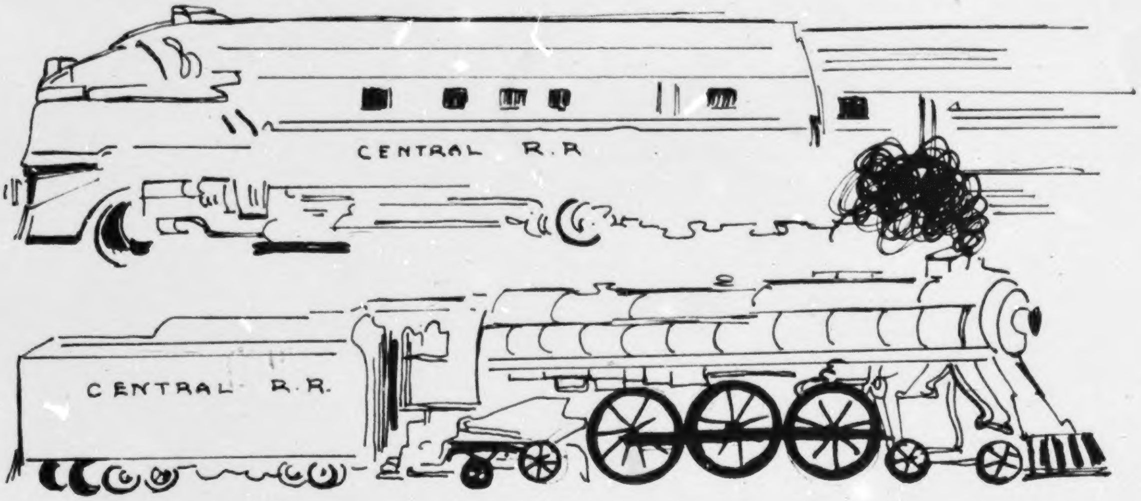
5. Daughter of American Indian Chief Powhatan. Alleged to have saved John Smith's life. She married John Rolfe after being imprisoned on an English ship and converted to Christianity. She died of smallpox in London, whilst waiting to return to America.

6. Amelia Earhart was a pilot; the first woman to fly across the Atlantic Ocean and was subsequently lost in the Pacific on a flight around the world in World War II.

7. Discovered radium

UNIT: CHANGING ROLES IN THE WORLD OF WORK
Objective 2
Small Group Strategy: 10a

Student Activity
p. 55



Write S before the sentences about steam locomotives.

Write D before the sentences about diesels.

Write B before the sentences about both kinds of locomotives.

___1. The engineer and firefighter ride in the cab.

___2. The engineer puts his or her head out of the window to watch the tracks.

___3. Hot steam makes the locomotive run.

___4. The locomotive has two horns in place of a whistle.

___5. The engineer blows his or her whistle as a signal.

___6. The firefighter keeps the locotive's fires burning.

___7. The engineer signals the brakeperson with a whistle.

___8. The locomotive runs on tracks.

___9. Engineers use buttons and levers to run the train.

___10. The locomotive burns oil in its engine.

___11 Signals by the tracks tell the engineer what to do.

___12. One horn faces the front to signal ahead.

___13. The brakeperson doesn't have to take care of a fire.

___14. The brakeperson helps the engineer watch the tracks.

___15. The engineer watches the tracks from the cab through a wide front sindow.

___16. Train people call the firefighter Smokey.

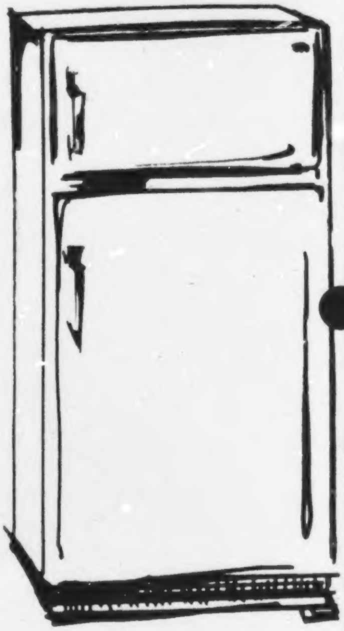
UNIT: CHANGING ROLES
Objective 2

Student Activity
p. 56

Small Group Strategy: 12

WHAT WOULD YOUR LIFE BE LIFE IF WE DIDN'T HAVE...

TELEPHONES



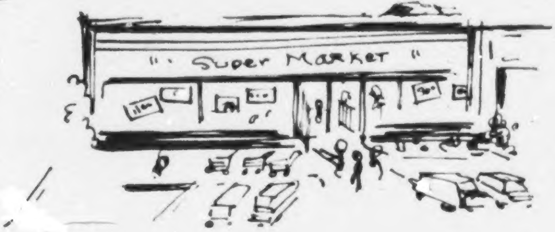
REFRIGERATORS

IRON

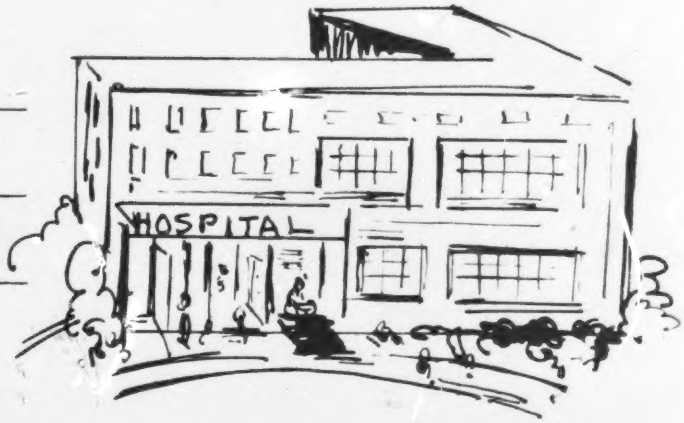
UNIT: CHANGING ROLES
Objective 2

Student Activity
p. 57

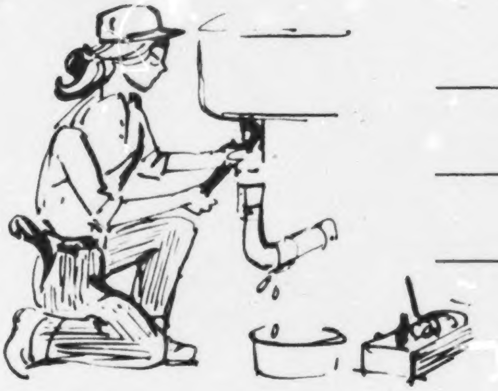
Small Group Strategy: 12

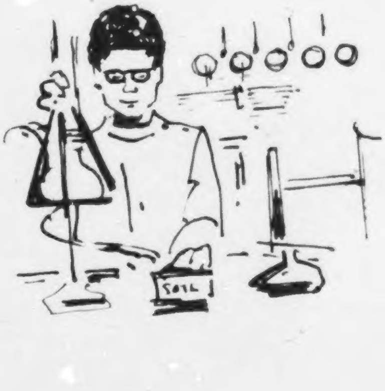

"Super Market"

GROCERY STORES



HOSPITALS





UNIT: CHANGING ROLES

Objective 3: The student will explore how roles within society have changed.

LARGE GROUP STRATEGIES	TOOLS FOR LEARNING
1. Compare Colonial and First American (Indian) family life to family life today in relation to member roles. Read story about Mother's role in the past and follow up with a story of Mother's changed (changing) role today. Have students listen to Marlo Thomas's album "Free to Be You and Me". Make a class list of all the modern roles of mothers. Make comparisons with another generation. e.g. grandmothers	1. Allyn & Bacon - The Making of Our America: An Historical Community Williamsburg Noble & Noble, You and Your Family Free to Be You and Me, Marlo Thomas' album - School library - LCC materials
2. In order to help students understand differences in family life have them do Continental Masters comparing homes, villages, and food of past and present.	2. Continental Masters: Villages of Long Ago Homes Today Homes of Long Ago Ways Our Grandparents Got Food Modern Ways of Getting Food (Continental Masters are located in back of unit)
3. Compare the luxuries of today with the necessities of yesterday. List on chart for comparison.	
4. Study the different cultures and their resistance to change by having books and other resources available to students. e.g. Amish, Mennonites, Quaker, Afro-Americans, First Americans (Indians)	

UNIT: CHANGING ROLES

Objective 3: The student will explore how roles within society have changed.

LARGE GROUP STRATEGIES	TOOLS FOR LEARNING
5. Have the students use the classified ads in the newspapers and list the jobs available. Have the students do role playing involving changing jobs. Illustrate the kind of job they had and also the one they have now chosen as their new job.	5. newspapers, magazines
6. Contact the Herald Journal concerning getting paper for all children.	
7. Discuss the effects of leisure time on family life. Research leisure time for Colonial and First American (Indian) families. Crafts of today were part of Colonial, Indian life: tanning, leathercraft, weaving, macrame, crocheting, doll making, knitting, whittling, woodwork, etc.	
a) Discuss supplemental income (moonlighting). Research possibilities in your area.	
b) In order to help students understand difference in leisure time have them do Continental Masters comparing fun today and fun long ago.	7b) Continental Masters (located in back of unit): How the Indians Got Food Indian Games How We Have Good Times Today
8. Discuss how the demands of society have influenced the skilled labor market. (war, education, federal money,, etc.)	

Objective 3: The student will explore how roles within society have changed.

LARGE GROUP STRATEGIES	TOOLS FOR LEARNING
9. Interview a woman to find out how many changes in jobs that person has made.	9. Student Activity Sheet p. 63
10. After discussion and research prepare a list or pictorial chart showing six (or teacher's choice of number) jobs now open to women which previously were exclusively done by men. List qualifications and/or training necessary to perform one of these (individual choice).	10. newspaper ads, job descriptions personal interview data

UNIT: CHANGING ROLES
Objective 3

Student Activity
p. 63

Large Group Strategy: 9

INTERVIEW FOR JOB CHANGES

1. Why did you change your job? ______________________________

2. What kind of work did you do in the job you just left?

3. Did you like doing it? ______________________________

4. What qualifications did you need for that job? ______________

5. What do you do in your new job? ______________________________

6. Did you have to learn anything new to get the new job? ________

7. If so, please tell me how and what you had to learn. __________

8. Which job do you prefer? ______________________________

9. Could this job be done by either a man or a woman? __________

10. Does it offer hope of promotion? ______________________________

Name of child ______________________________

Employm
Agency

UNIT: CHANGING ROLES

Objective 3: The student will explore how roles within society have changed.

SMALL GROUP STRATEGIES	TOOLS FOR LEARNING
1. Complete worksheet, "How the Pioneers Made Clothing."	1. Continental Master - How the Pioneers Made Clothing (Continental Master located in the back of unit) SRA - Families, Senesh Our Working World, p. 78
2. Interview some of the neighborhood business persons to find out why they are in their own business.	2. Student Activity Sheet p.67
3. Have children describe parents' occupation. Have them describe who has changed roles in their job during the last ten years. Have the children find out if possible the reason for the change. They may report their findings to the class.	
4. List any services supplied by local government. Which were previously the responsibility of the family? e.g. rubbish disposal, snow shoveling, etc.	

UNIT: CHANGING ROLES
Objective 3

Student Activity
p. 67

Small Group Strategy: 2 Business Interview

Name ______________________________

Type of Business ______________________________

How long? ______________________________

Why did you choose this type of work? ______________________________

____

____

Why do you prefer your own business? ______________________________

____

Is there more than one reason for owning your own business? __________

____

What qualifications did you need to start your own business? __________

____

____

Did you choose this place or was it the only place available? __________

____

____

What other businesses are located on this street? ______________________________

____

FLORIST
SHOP

Objective 4 The student will be able to identify how the environment influences role changes.

LARGE GROUP STRATEGIES	TOOLS FOR LEARNING
One of the main reasons for people moving to the cities in this century has been the location of jobs. People in the city depend upon their jobs for an income which will buy food produced in the rural areas as well as other goods and services. Both good and bad effects result from an industry located in a town. Jobs are created and income flows in the town but negative effects can also occur.	
1. Class discussion to define what is meant by environment. Compare: a) Country and City b) Seashore and Mountains c) Cold and Warm Climates d) Colonial Times and Present (in the Home) a) Make chart or mural in smaller groups to show differences. b) Make separate illustration for two environments of child's choice.	1. Allyn & Bacon Inc. - Challenges of Our Time Technology: Promises and Problems, Ch. 3, 4, 5 and Conclusion Macmillan, You and Me p. 33 Farmhouse in mountains p. 34 Seashore Selected parts Allyn & Bacon, The Metropolitan Community, p. 73 on p. 35 on American Communities The Historical Community Also Use: Fun With the Environment U.S. Environmental Protection Agency Washington, D. C. 75¢

UNIT: CHANGING ROLES

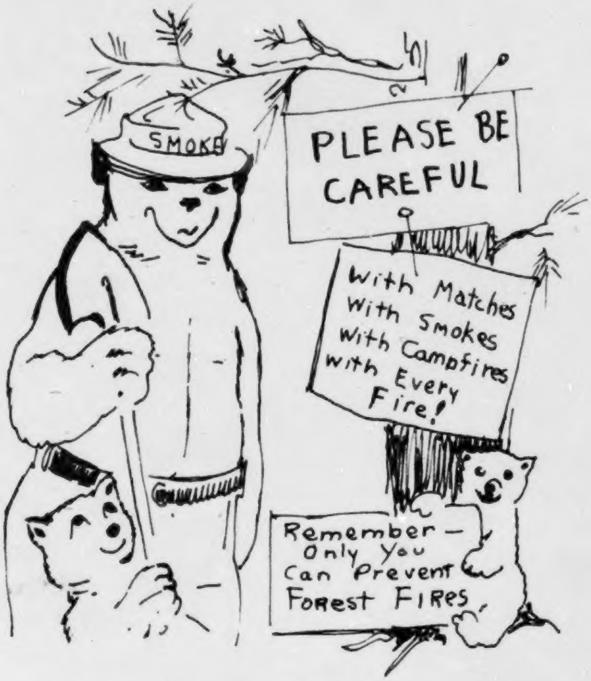
Objective 4: The student will be able to identify how the environment influences role changes.

LARGE GROUP STRATEGIES	TOOLS FOR LEARNING
2. Read, research and compare the smaller population and communities of Colonial Times with present days teeming masses of crowded civilization. Referring to previous Large Group Strategy 1 of this objective find out and list how air, earth and water are polluted.	2. Public Libra[illegible]. See bibliography Film: Pioneer of the Plains (B/W, 11 min.) 2-1-0203 Show before discussion. Optional: Film: Pond Life (B/W, 10 min.) 2-1-0551 Interdependence of Plants and Animals in Organized Community
a) Plan trip to Onondaga Lake to see how Solvay Process, Crucible Steel, State Fairgrounds pollute the air, land and water.	
b) Make picture of how the lake looked before industries polluted the area.	2c) Student Activity Sheet pp. 73-74
c) Discuss dangers in wooded areas due to easy Transportation. Discuss conservation of forests, parks, etc. Have students do worksheet on Conservation.	
d) Optional worksheets on pollution for "able" students.	2d) Student Activity Sheets pp. 75-79
3. With reference to 2 describe either pictorially or in writing how a person's role(s) would change in moving from Country to City. e.g. Contrast own garden vs. supermarket, transportation in small vs. large community, increased expense i.e. bus fare, etc. and the possibility that the houseperson might have to seek other financial sources--supplemental job.	3. Films: K 215 Ecology Games (Coca Cola) K 172 Crises of the Environment K 171 Environmental Crises K 154 Learning about Conservation local newspaper
a) List jobs available to unskilled women or men in city. Possible areas of research: 1) Growth of city from rural to urban 2) Decay of inner city 3) Closing of industrial plant (Syracuse China, G.E.) 4) Building of industrial plant	Books: The World You Inherit World We Live In Water Riches or Ruins

UNIT: CHANGING ROLES

Objective 4 The student will be able to identify how the environment influences role changes. p. 72

LARGE GROUP STRATEGIES	TOOLS FOR LEARNING
b) Pictures to be made by children of how the lake looks now and how they think it looked before the city developed.	
4. Research and show either by written report or labeled illustrations: a) two b) three (teacher's choice) jobs that have been created to help fight pollution. Worksheet for Individual Activity related to this see Small Group Strategy 5.	4. Student Activity Sheet p. 82-86
5. Show how natural resources influence jobs by using several of the filmstrip kits and records listed in the Tools column for Strategy 3.	


SMOKEY
PLEASE BE CAREFUL
With Matches
With Smokes
With Campfires
With Every Fire!
Remember — Only You Can Prevent Forest FIRES

"That's the way most fires start. People don't think when they are in the forest," he said. "They should know that even one tiny spark can break into flames and start a fire".

"I wish those people had seen the frightened animals when the forest was burning," said the oldest firefighter. "As the fire went farther into the forest, it burned their homes. Most of the plants they eat burned too."

"Think of all the trees that burned--enough to build lots of houses," said another firefighter.

"If everyone took as much care as the oldest firefighter," said the chief, "we wouldn't worry."

The tired forest fighter went back to the fire station. "Did you hear how that fire started?" asked one firefighter. "I suppose somebody didn't take enough care," the chief said.

UNIT: CHANGING ROLES
Objective 4

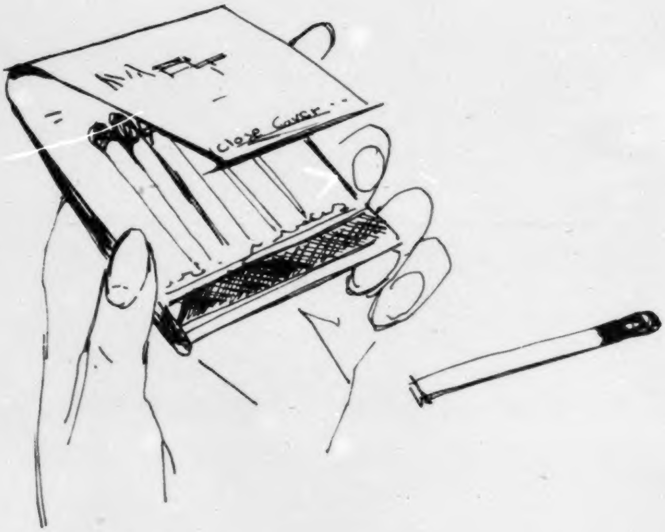
Student Activity
p. 74

Large Group Strategy: 2c

Write a name for the story in the blank. ______________________________

You can play safe with fire, just as the oldest firefighter did. Put an X before each sentence that tells a safe thing to do.

____ 1. Do not throw any burning thing from a car.
_____2. Go for a walk while a campfire is burning.
_____3. Keep a bucket of water near an outdoor fire.
_____4. Build a big fire when the wind is blowing.
_____5. Rake away all the dry leaves before building a picnic fire.
_____6. Be sure a campfire is out before leaving it.
_____7. Have fun playing with burning sticks.
_____8. Know how to put out a campfire before you start one.
_____9. Smoke in bed.
_____10. Play with matches.


close cover..

UNIT: CHANGING ROLES
Objective 4

Student Activity
p. 75

Large Group Strategy: 2d

POLLUTION SOLUTION

Use encyclopedia or resource material to help you complete the following sentences.

1. Environmental pollution is ______________________________
____

2. Four kinds of pollution are ______________________________
________________, ________________, ________________

3. Air pollution can cause ______________________________.

4. Water pollution can cause ______________________________.

5. The development of technology has caused pollution by __________
____

6. Our economy has caused pollution by ____________________
____

7. Convenience or social pollution is caused by ______________
____

8. Four ways man is trying to control pollution are: __________,
______________, ________________, and ______________.

9. Environmental Protection Agency is ____________________
____

10. Name another organization that is concerned with protection of the environment ______________________________

Large Group Strategy: 2d (Cont'd)

1. In our country we use forty-eight billion cans a year. Aluminum cans are worth one-half cent on the scrap market. If all these cans were aluminum, how much would they be worth? (Billion = 1,000,000,000)

____

2. In a lifetime you will pollute three million gallons of water. How many people are in your family? __________ Each person will pollute ______________ gallons of water. Your family will pollute ______________ gallons of water.

3. You will contribute nine thousand bottles to waste during your life. How many people in your family? __________ Each person will contribute _______ thousand bottles. Your family will add ____________ bottles.

4. Wisconsin banned DDT in 1970. It continues to circulate for fifteen years though. What year will Wisconsin be completely free of DDT? ______________________________

Name ______________________________

Large Group Strategy: 2d (Cont'd)

Use an encyclopedia or other resource material to answer the questions marked by a *.

* 1. What is environment?

2. Describe your environment.

3. Name some other environments.

People must be able to adapt to their environments in order to live.

* 4. How do people adapt to living in a very hot climate?

5. How did people adapt when they first came to this country?

Often when people decide to live or play somewhere changes take place in the environment.

6. What happens to plants and animals in a wooded area when people build houses there?

7. A State Fairground built near a lake can change the environment. How?

UNIT: CHANGING ROLES

Objective 4 The student will be able to identify how the environment influences role changes.

SMALL GROUP STRATEGIES	TOOLS FOR LEARNING
1. Children may write letters to different companies asking for information about how the company started, how it is presently run, and what are it plans for the future. a) Have the children create a timeline showing progressive steps of the company they have written to. b) If possible, have the children make a model(of the company they have written to) of how it looked in the beginning and as it looks now.	1. See Teacher's Manual - Community Resources Directory
2. Use worksheet for finding words in puzzle relating to pollution and ecology.	2. Student Activity Sheet p. 82
3. Use worksheet on research of local industry.	3. Student Activity Sheet p. 83
4. Select a dust indicator (window sill, shelf, small table) Leave undisturbed for 3 days with a white handkerchief on it. At the end of that time observe the dust accumulation on the handkerchief and look at it under a hands lens or other magnifier. Describe what it looks and feels like.	4. handkerchief or white cloth
Questions to answer: 1. Do you have any idea where some of the particles come from? 2. Notice and describe what accumulates on a car left out overnight. Keeping this in mind how do you think dirty air affects your life, or does it? (Story of a Cigarette) 3. What would this air do to your clothes if they were hung outside to dry? 4. What might this air do to your lungs? 5. How might dirty air affect animals?	3rd Grade Drug Kit - Story of a Cigarette

UNIT: CHANGING ROLES

Objective 4 The student will be able to identify how the environment influences role changes.

SMALL GROUP STRATEGIES	TOOLS FOR LEARNING
5. Break the kids into groups to do activity sheet. Discuss as a group problems and possible solution.	5. Student Activity Sheet p.84-86
6. Do worksheet (Picture of City Scene) Students will have 3 possible activities: a) Circle or list each source and type of pollution in scene. b) Identify which worker (on second sheet) is involved with the solution of each pollution. c) Make a comparison chart of 20 years ago v. present, to show which jobs were not in existence then.	6. Student Activity Sheet (same as above)

UNIT: CHANGING ROLES
Objective 4

Student Activity
p. 82

Small Group Strategy: 2

POLLUTION - PUZZLE - ECOLOGY

Directions: Circle all the words that relate to pollution and ecology. They may be horizontal, vertical, diagonal or reversed. See how many you can find. (Able students)

L	D	E	C	A	Y	O	R	G	A	N	I	C	T
A	C	R	P	T	B	F	A	L	L	O	U	T	F
K	R	O	S	L	I	T	T	E	R	S	U	D	S
P	E	S	T	I	C	I	D	E	S	X	P	N	V
O	U	I	C	S	E	W	A	G	E	W	O	S	R
L	R	O	T	D	J	A	N	O	I	S	E	E	J
L	O	N	T	Y	D	S	O	O	T	J	B	R	I
U	S	Q	E	M	R	E	C	Y	C	L	E	F	N
T	V	G	P	C	L	F	I	S	H	Z	D	G	V
I	Y	H	L	S	T	I	M	V	A	P	F	C	E
O	G	T	C	O	N	R	O	B	I	Y	O	I	R
N	O	R	H	I	J	O	J	U	N	K	R	V	S
S	L	A	D	L	T	W	A	T	E	R	E	L	I
M	O	E	F	C	A	D	D	T	N	E	S	A	O
O	C	G	A	R	B	A	G	E	S	O	T	P	N
K	E	N	V	I	R	O	N	M	E	N	T	X	G
E	F	M	L	M	E	R	C	U	R	Y	H	B	R

UNIT: CHANGING ROLES
Objective 4

Student Activity
p. 83

Small Group Strategy: 3

NAME OF INDUSTRY ______________________________

NUMBER OF PEOPLE DEPEND ON THIS FOP THEIR LIVING ______________

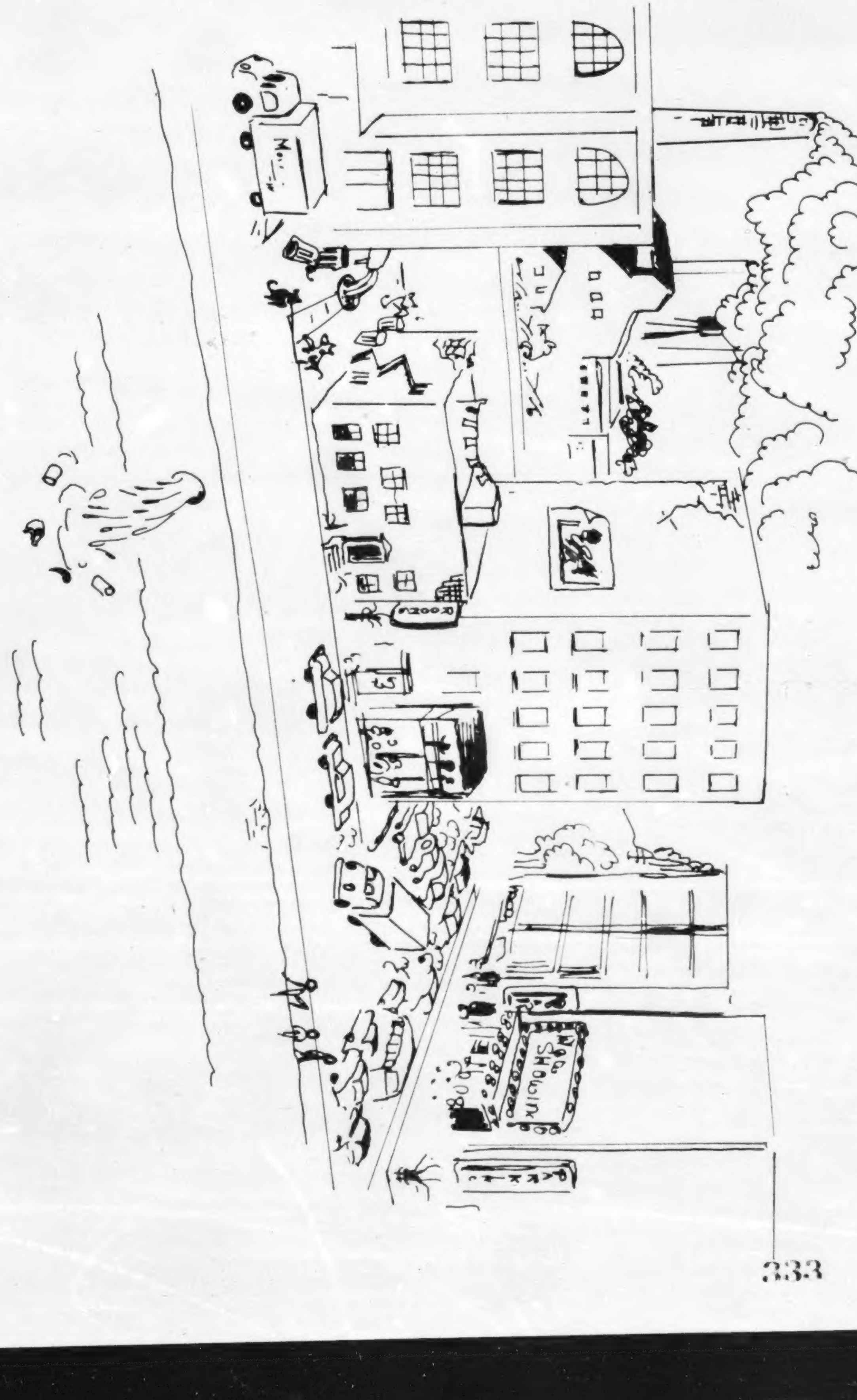
EFFECTS OF THIS INDUSTRY ON	GOOD	BAD
a) land		
b) air		
c) water		
d) animals		
e) people		
f) you		
g) the city (town, village)		

UNIT: CHANGING ROLES
Objective 4

Small Group Strategy: 5

Student Activity
p. 84

Paste the workers next to the spot where they do their work.

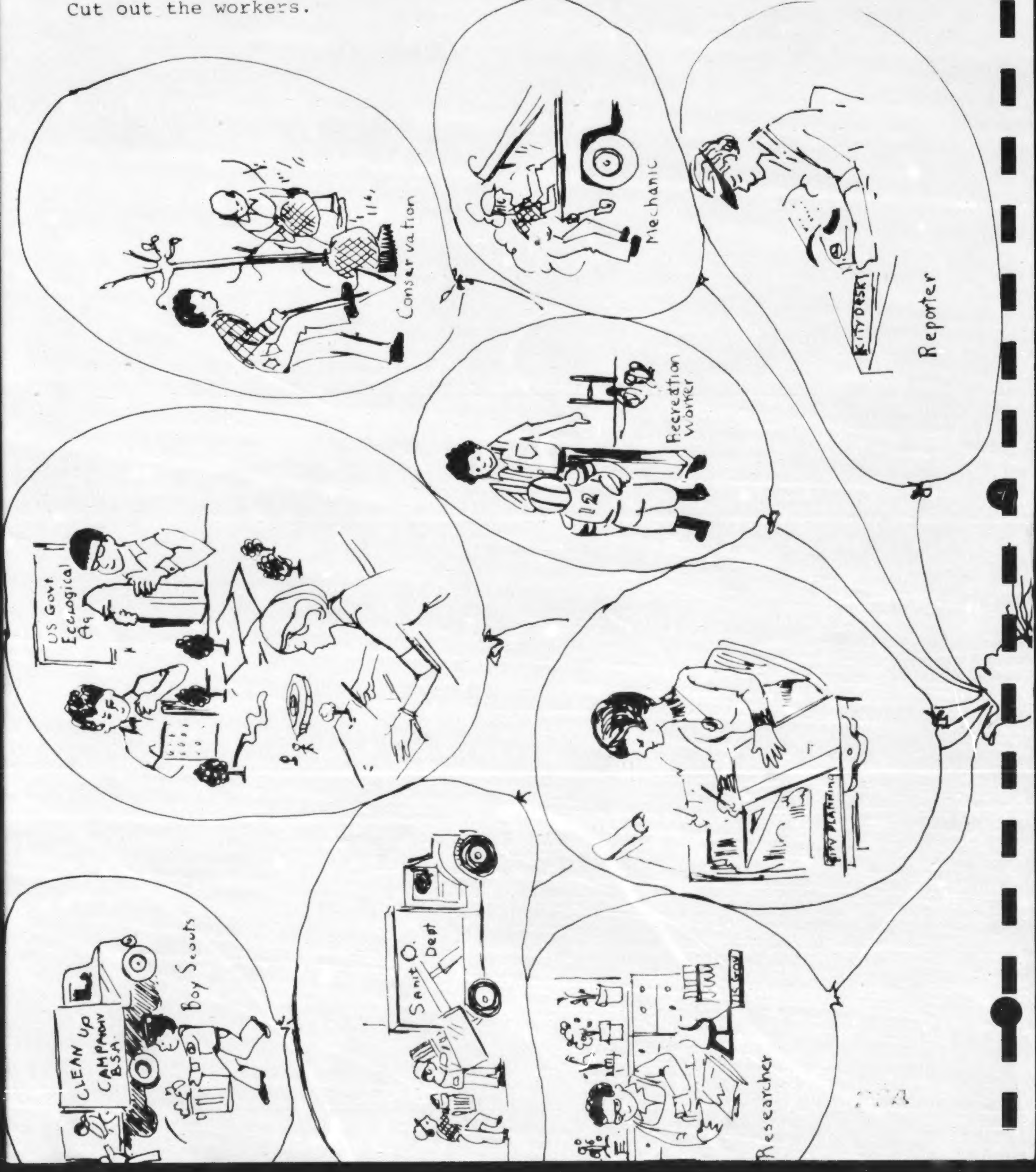


UNIT: CHANGING ROLES
Objective 4

Student Activity
p. 85

Small Group Strategy· 5

Cut out the workers.


Conservation
Mechanic
CITY DESK
Reporter
Recreation Worker
12
US Govt Ecological Ag
CITY PLANNING
Boy Scouts
CLEAN UP CAMPAIGN B.S.A.
Sanit. Dept
US GOV
Researcher

UNIT: CHANGING ROLES
Objective 4

Student Activity
p. 86

Small Group Strategy: 5

Name ____

POLLUTION PROBLEMS

Pretend you have just been elected mayor of Syracuse. What are five pollution problems you would work on?

1.

2.

3.

4.

5.

What would you do?

1.

2.

3.

4.

5.

UNIT: CHANGING ROLES

Objective 5: The child will be able to identify the processes through which we must move to effect a growth and change in our job careers.

LARGE GROUP STRATEGIES	TOOLS FOR LEARNING
1. Have a child given oral directions to achieve a specific goal. Child may only do what he is told (totally child directed). e.g. "Mary, stand up beside your desk, walk to the front of the room. Stop! Turn to the right and walk to the door. Stop! Raise your right hand and hold the doorknob. Turn it to the right and open the door. Then turn around and return to your seat. Sit down. Thank you." Subsequently do Student Activity Sheet on Sequence.	1. Student Activity Sheet p.91-92
2. Chart the rank progression of: 1) police 2) firefighters 3) one branch of the Armed Services Discuss how promotion is effected. a) Children might draw the rank insignia b) Observe and discuss opportunities for women in these areas--and also explore qualifications for employment here.	2. Literature and information--Recruiting Office for Army, Navy, Air Force, etc. Local information: Public Safety Building, Community Relations Dept.
3. Show film Living and Growing. Review steps child has passed through in his/her personal growth to attain Third Grade Level. a) Discuss why she/he was not able to "leap into" this grade upon entering school; what deficiencies would prevent you from being in Third Grade now? b) Make then/now pictures or compose sentences to compare 1st/3rd grade growth.	3. Films: Living and Growing 1-1-0768 (color, 11 min. Mother Hen's Family 2-1-0362 (B/W, 11 min.)

UNIT: CHANGING ROLES

Objective 5: The child will be able to identify the precesses through which we must move to effect a growth and change in our job careers.

LARGE GROUP STRATEGIES	TOOLS FOR LEARNING
c) View and discuss development of chick within the egg prior to hatching. See film.	
d) Do Student Activity on Age Sequence.	3d) Student Activity p. 93

UNIT: CHANGING ROLES
Objective 5

Student Activity
p. 91

Large Group Strategy: 1

SEQUENCE

Directions: Read the question and the four sentences in each box. Number the sentences 1, 2, 3, 4 to show the right order in which you would do each thing.

How would you feed a pet?

_____ Get the food ready

_____ Wash your pet's dish

_____ Call your pet to eat

_____ Get the feeding dish

How would you wash a car?

_____ Wash and rinse the car

_____ Get the bucket and cloth

_____ Close all the car windows

_____ Check to see if it is raining

UNIT: CHANGING ROLES
Objective 5

Large Group Strategy: 1

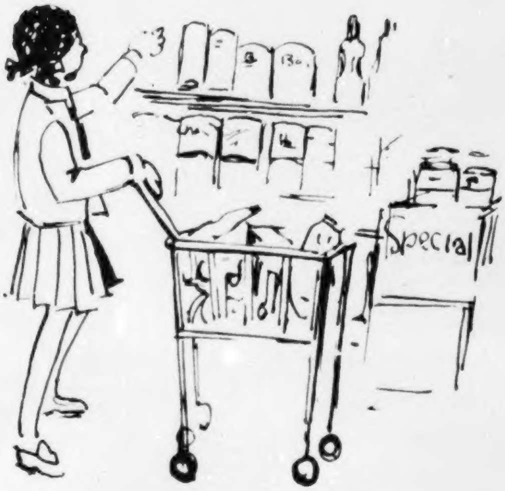
How would you buy your groceries?

_____ Put the groceries in the cart

_____ Make a list of what you need

_____ Pay for your groceries

_____ Go to the store



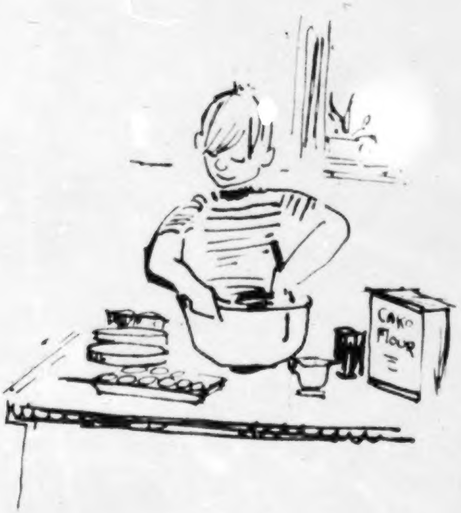
How would you make a cake?

_____ Mix up the ingredients

_____ Get the recipe out

_____ Frost the cake

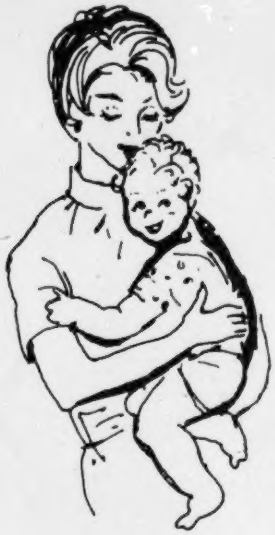
_____ Put the cake in the oven

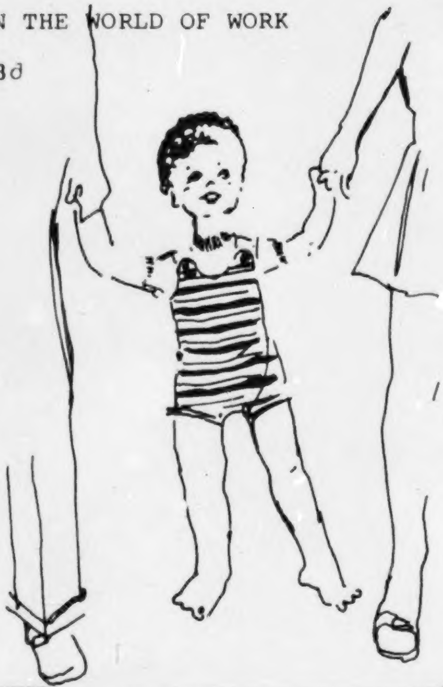


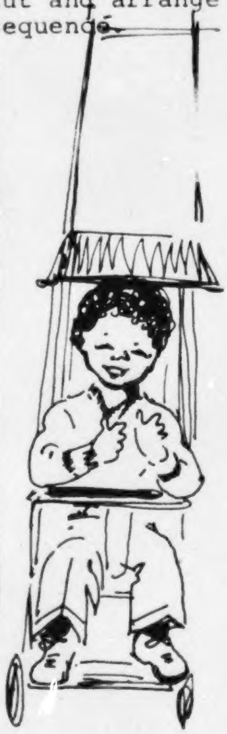
UNIT: CHANGING ROLES IN THE WORLD OF WORK
Objective 5
Large Group Strategy: 3d

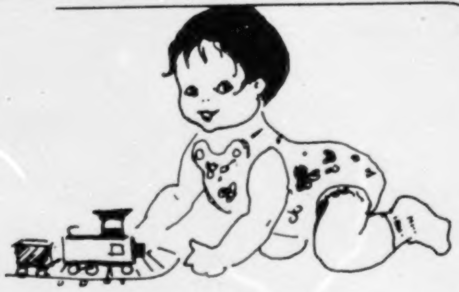
Student Activity Sheet
p. 93

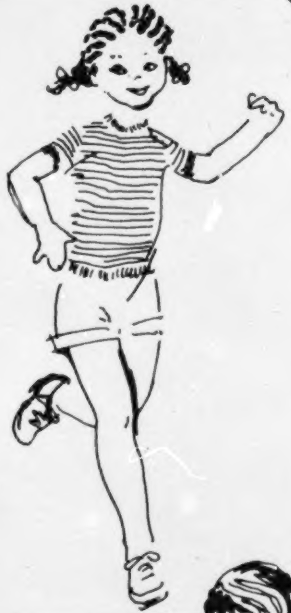
Cut and arrange in age sequence.

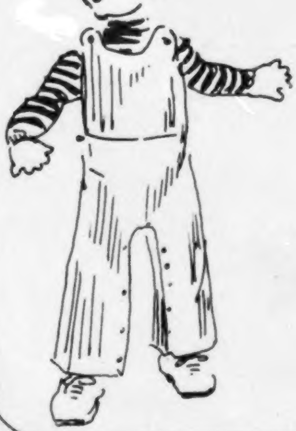


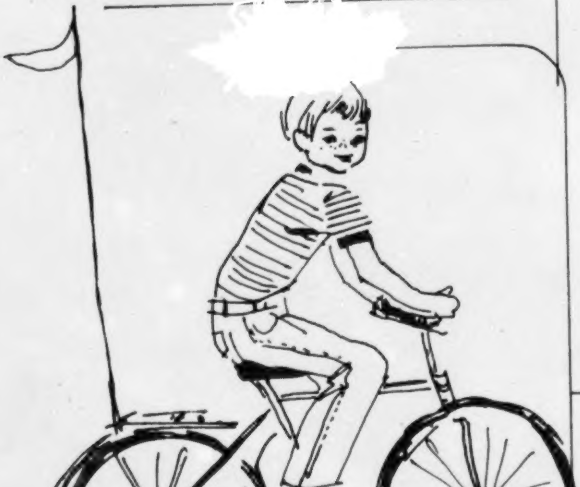


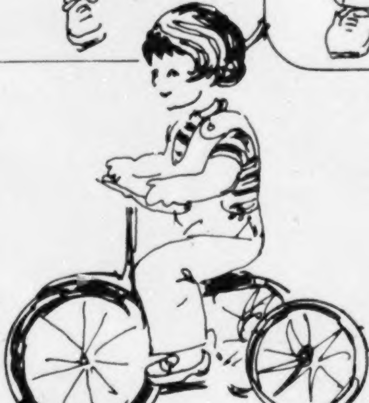












UNIT: CHANGING ROLES

Objective 5: The child will be able to identify the processes through which we must move to effect a growth and change in our job careers.

SMALL GROUP STRATEGIES	TOOLS FOR LEARNING
1. Have the children use newspapers to find ads in the classified section that give prerequisites for job applicants. Child may select job he/she would like to apply for and enumerate the steps necessary for obtaining the job.	1. Local newspaper
a) As additional work child might list present skills and decide what job he/she could do now--and also what additional skills she/he needs and how they could be acquired.	a. Student Activity Sheet P.99
b) Tie in idea of how school prepares for further education by viewing film.	b. Film: Going to School is Your Job (color, 15 min.) 1-2-0638
Do Student Activity Sheet for selecting correct word to complete sentence.	Student Activity Sheet P. 100
c) Do worksheet on Alphabetical Arrangement	c. Student Activity Sheet p. 101
2. Children may talk with people pursuing different careers and report back to the class qualifications they needed or what they had to do to qualify for the job. Interview may be written up. Questionnaire sheet provided.	2. The I Want to Be Books (for teacher) Childrens Press, Inc. Student Activity Sheet p.102

UNIT: CHANGING ROLES

Objective 5 The child will be able to identify the processes through which we must move to effect a growth and change in our job careers.

SMALL GROUP STRATEGIES	TOOLS FOR LEARNING
3. Have children research and collect articles that show what steps have been taken to admit specific groups to heretofore restricted employment. a) Equal opportunity employment b) Human Rights c) Lawsuits by minorities (including females) d) Federal monies, etc.	3. newspaper, magazines Student Activity Sheet p. 103 Resource persons available for classroom visits by contacting Judy White, Onondaga County Human Rights Phone: 473-4885
4. Have student select and research the qualifying steps necessary to pursue one of the following careers: storekeeper, plumber, mechanic, carpenter, teacher, teacher aide, secretary, nurse, principal, popular singer. Discuss the place and value of Higher Education, Technical Training, Experience, Natural Ability (sports, etc.)	4. Library books, personal interview Job specifications in newspaper, magazine articles
a) Do worksheet consisting of 2 parts--1 worker and 1 tools for matching.	4a. Student Activity Sheet p.104-105
b) Do worksheet of 10 scrambled names of workers.	4b. Student Activity Sheet p. 106

UNIT: CHANGING ROLES

Objective 5 The child will be able to identify the processes through which we must move to effect a growth and change in our job careers.

SMALL GROUP STRATEGIES	TOOLS FOR LEARNING
5. Students may write fan letters to current sports figures or read sports magazines to obtain information on the steps they took to become professional players. Each child should request a picture when writing. These could be used for bulletin board displayed with brief biography written by child below. a) As an Art Activity collage could be made of players in specific category. e. g. all football stars b) After research on salaries--collage of players in specific salary bracket. c) Collection of commercial ads, etc. made by sports personnel (from magazines) e. g. Chris Everts - dresses and racquets d) Research other incomes of professional sports stars	5. sports magazines, newspapers
6. Individual research prior to large group discussion on reasons for promotion. Is ability always the criterion? a) Discuss: 1) Seniority; 2) Sex; 3) Politics as they affect promotion and job change. b) Research newspapers for collection of articles on individuals who have been promoted. Make display for bulletin board.	6. Newspaper stories, local news, magazines

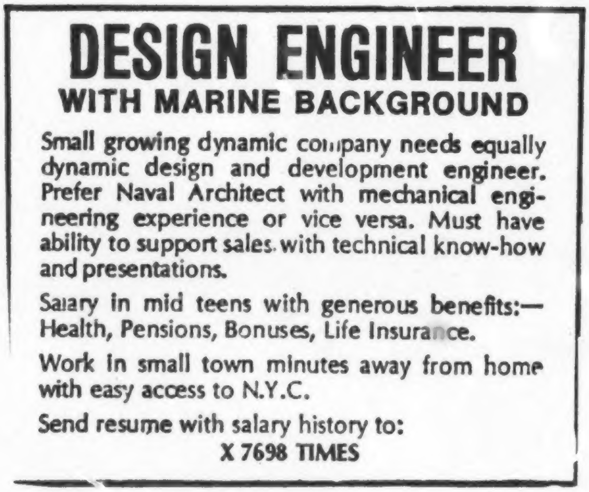
UNIT: CHANGING ROLES
Objective 5

Student Activity
p. 99

Small Group Strategy: 1a

Sample Sheet for Child to use as pattern for a sheet to be prepared from advertisements he reads in the newspaper.

JOB NAME	Design Engineer
DESCRIPTION	Sales ability and technical know-how
QUALIFICATIONS	Design and development engineer Prefer Naval Architect with mechanical engineering experience or Mechanical Engineer with naval architectural experience
SALARY, ETC.	Mid-teens, Health Insurance, Pensions Bonus, Life Insurance
LOCATION	Near New York City



DESIGN ENGINEER
WITH MARINE BACKGROUND

Small growing dynamic company needs equally dynamic design and development engineer. Prefer Naval Architect with mechanical engineering experience or vice versa. Must have ability to support sales with technical know-how and presentations.

Salary in mid teens with generous benefits:—Health, Pensions, Bonuses, Life Insurance.

Work in small town minutes away from home with easy access to N.Y.C.

Send resume with salary history to:
X 7698 TIMES

UNIT: CHANGING ROLES
Objective 5

Student Activity
p. 100

Small Group Strategy: 1b

Choose a word from the column at right to complete each sentence. Read it to see that it makes sense.

1. A dentist uses a ____________________ to clean teeth.
2. A nurse will ________________ your weight.
3. John's mother is a radio ___________________.
4. Schoolchildren are never __________________.
5. A _______________ must be able to read.
6. Mary's parent's are both __________________.
7. A ______________ could help you learn to read.
8. Everyone has a _______________ at some time.
9. Adults are able to do jobs they could not do when they were _______________.
10. If you have mastered more than one skill you will be able to select from a variety of __________________.

measure

taxi-cab drivers

librarian

drill

teacher

announcer

nurses

children

jobs

mother

UNIT CHANGING ROLES
Objective 5
Small Group Strategy: 1c

Student Activity
p. 101

AN ALPHABETICAL ARRANGEMENT

If you find more than one word beginning with the same letter be sure to look at the second letter, too.

beautician
dentist
job
hammer
fork-lift
announcer
hose
firefighter

guard
innkeeper
kitchen
lawyer
chef
engineer
baker
laundromat

unload
zoo
physician
numbers
rabbi
steel
yard
voice

orchard
stenographer
quota
tugboat
medication
weigh
radiologist
measure

a ______________________________
b ______________________________
c ______________________________
d ______________________________
e ______________________________
f ______________________________
f ______________________________
g ______________________________
h ______________________________
h ______________________________
i ______________________________
j ______________________________
k ______________________________
l ______________________________
l ______________________________

m ______________________________
m ______________________________
n ______________________________
o ______________________________
p ______________________________
q ______________________________
r ______________________________
r ______________________________
s ______________________________
t ______________________________
u ______________________________
v ______________________________
w ______________________________
y ______________________________
z ______________________________

UNIT: CHANGING ROLES
Objective 5

Student Activity
p. 102

Small Group Strategy: 2

QUESTIONNAIRE SHEET

1. What is your job title?
2. How long have you done this kind of work?
3. What exactly do you do?
4. What skills or qualifications did you need to get the job?
5. Where and when did you learn these skills? or How did you become qualified for this work?
6. Did you have to do anything else or learn anything else to get this job? a) Additional knowledge b) Additional training c) Experience
7. Can you explain what it was you had to do?
8. How long did it take you to do it?
9. Was it difficult?

Small Group Strategy: 3

THINK ABOUT THE QUESTION AND WRITE 3 QUALIFICATIONS FOR EACH QUESTION.

1. What qualifications should you have to be a mother?

   a)

   b)

   c)

2. What must you be able to do to become a bus-driver?

   a)

   b)

   c)

3. What kind of training must a doctor have?

   a)

   b)

   c)

4. What things must a plumber be able to do?

   a)

   b)

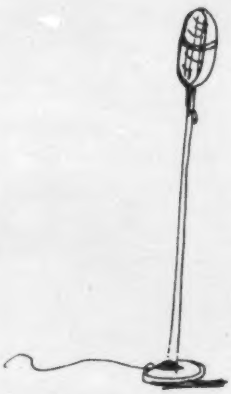
   c)

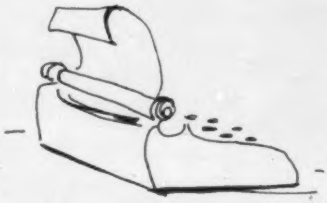
5. Which of the 4 jobs above require a license before the person can begin the job?

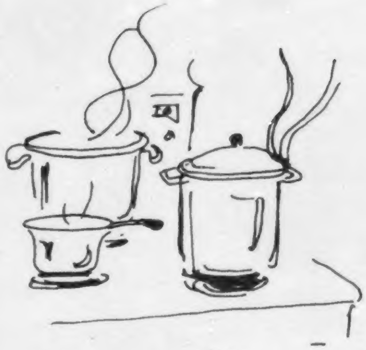
Suggested others (beauty operator; school teacher; police officer; mayor; farm-worker, etc.)

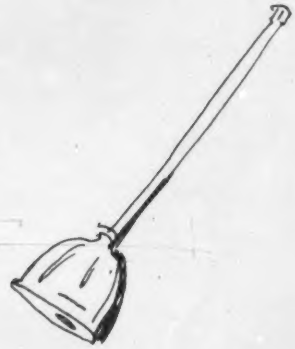
Small Group Strategy 4a:

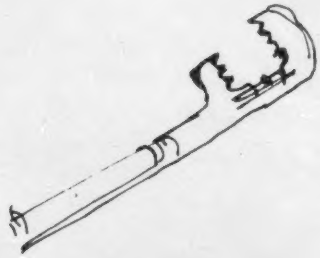
CUT AND MATCH THE TOOLS WITH THE WORKERS.

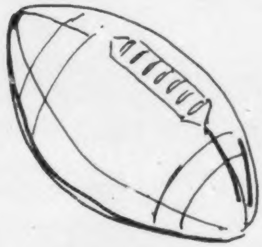

Microphone

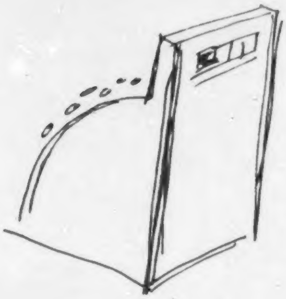

Typewriter

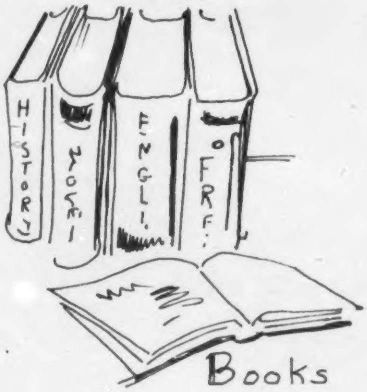

Pots on Stove

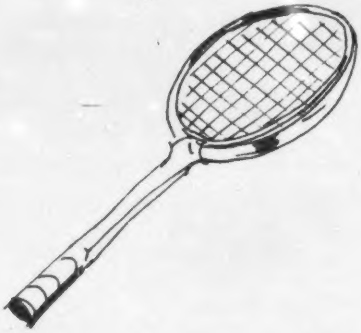

Plumber's Friend

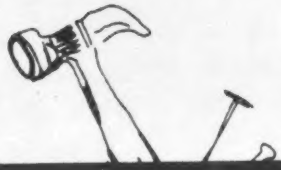

Wrench

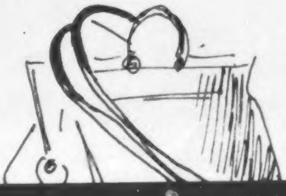

Football

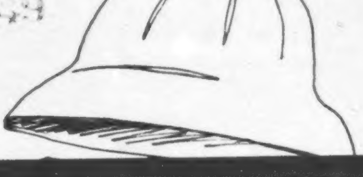

Cash Register

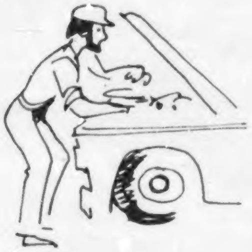

Books


Tennis Racquet

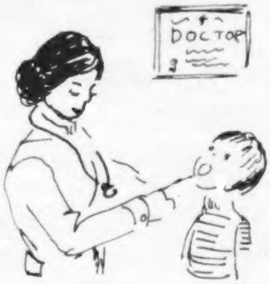




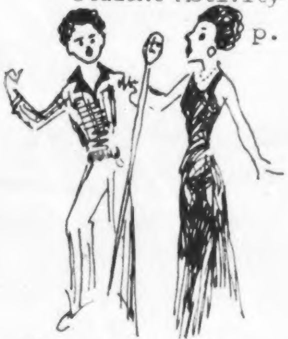




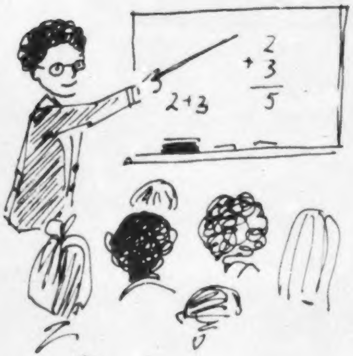
Mechanic



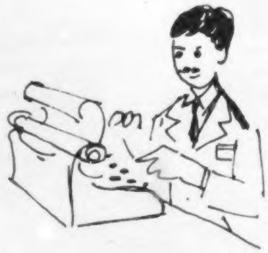
Doctor



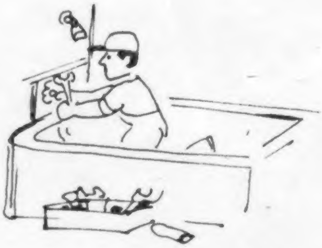
Singers



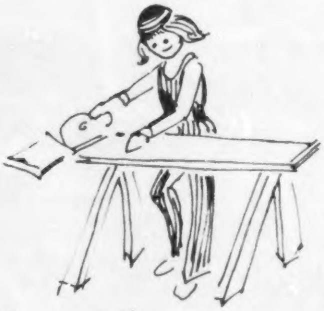
Teacher



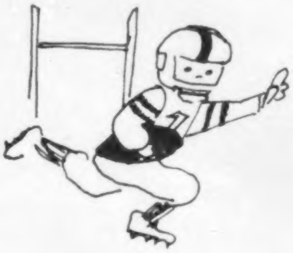
Typist



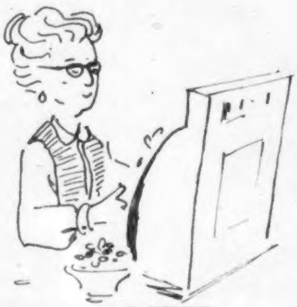
Plumber



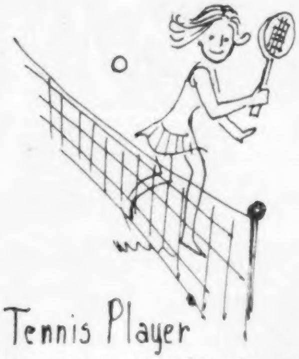
Carpenter



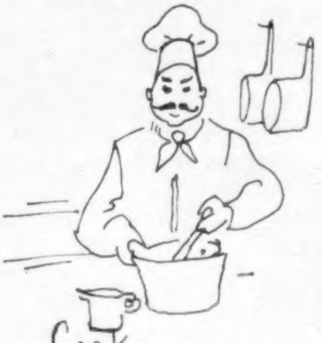
Football Player



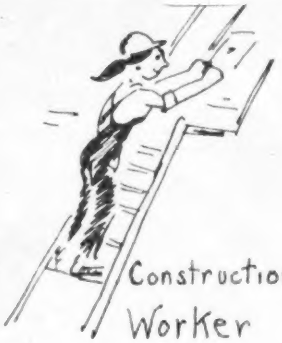
Cashier



Tennis Player



Cook



Construction Worker

CUT AND MATCH THE WORKERS WITH THE TOOLS.

UNIT: CHANGING ROLES
Objective 5

Student Activity
p. 106

Small Group or Independent Strategies: 4 b

Unscramble the following words for names of workers. The initial letter of each is supplied to help you. The number indicates number of letters in the word.

1. kerrow (6) w _ _ _ _ _
2. teerscary (9) s _ _ _ _ _ _ _ _
3. bumprel (7) p _ _ _ _ _ _
4. eruns (5) n _ _ _ _
5. grenis (6) s _ _ _ _ _
6. geernine (8) e _ _ _ _ _ _ _ _
7. wayrel (6) l _ _ _ _ _
8. manchice (8) m _ _ _ _ _ _ _
9. dctrie (6) e _ _ _ _ _
10. sreds-krame (10) d _ _ _ _ _ _ _ _ _

UNIT: CHANGING ROLES
Objective 5

Answer Key
p. 107

Small Group or Independent Strategy: 4b

1. worker
2. secretary
3. plumber
4. nurse
5. singer
6. engineer
7. lawyer
8. mechanic
9. editor
10. dress-maker

UNIT: CHANGING ROLES

NOTE TO THE TEACHER:

On the following page is an evaluation post test of the unit. The first part covers physical, temporal, and technological changes we all encounter. The second part covers role changes, and the desired response views, age, and not sex, as a factor in role change.

If the children have not developed the concept that these jobs can be done by all people without limitation of sex, then the unit needs to be retaught.

This test may be used as a Pretest and could profitably determine how much the children are in need of developing concepts with regard to changing roles.

UNIT: CHANGING ROLES

Evaluation Post Test
p. 109

NAME ______________________________ DATE ____________

Part I: Fill in the missing word.

1. A baby changes into a ______________________.
2. Summer changes into ____________________.
3. ________________ changes into ice.
4. An ____________________ changes into a chick.
5. Day changes into ______________________.
6. When a person gets old their hair color changes to ______________________.
7. A butterfly has changed from a ________________.
8. People have changed from using a horse and buggy to ________________________________.
9. Candlelight has changed to ______________________.
10. ____________________ pollutes the environment.

Part II: Cross out the wrong statement.

1. A mother can
   cook dinner.
   earn money.
   drive a car.
   get into the movies for half price.

2. A father can
   cook dinner.
   earn money.
   drive a car.
   get into the movies for half price.

3. A third grader can
   cook dinner.
   earn money.
   drive a car.
   get into the movies for half price.

UNIT: CHANGING ROLES

Answer Key to
Evaluation Post Test
p.

Part I:
1. child, adult, woman, man(accept any reasonable answer)
2. fall
3. water (or snow)
4. egg
5. night
6. grey or white
7. caterpilla chrysalis pupa
8. automobiles, cars, etc.
9. electric light
10. man, industry, civilization, etc.(accept any reasonable answer)

Part II: Cross out:
1. get into the movies for half price
2. get into the movies for half price
3. drive a car